

INCORPORATING -

A Bulletin of the Department of Education for Manitoba A Bulletin of the Manitoba Educational Association

BY AN AUTUMN STREAM

Now overhead. Where the rivulet loiters and stops. The bittersweet hangs from the tops Of the alders and cherries Its bunches of beautiful berries, Orange and red.

Flickering light. Come the last of the leaves down borne. And patches of pale white corn, In the wind complain, Like the slow rustle of rain Noticed by night.

All things that be Seem plunged into silence, distraught, By some stern, some necessitous thought: It wraps and enthralls Marsh, meadow, and forest; and falls Also on me

Archibald Lampman.

Before Winter Comes

PLACE SANITARY INDOOR TOILETS and ensure

Winter Comfort. Standard equipment listed on Page 5 of Special Booklet. Did you get your copy?





THE SCHOOL FURNACE should be repaired or replaced right away.

Do you have enough Black Boards? Ask your teacher how it saves her time, and helps the pupils' progress.

TEACHER! Have you our catalogue? Does Page 130 interest you? Sample page of pad, sent free on application.

E. N. MOYER COMPANY, Limited

"Canada's School Furnishers" Since 1884

110-120 PRINCESS ST., WINNIPEG
TORONTO SASKATOON EDMONTON





Books for Supplementary Reading

Longmans' Infant Fairy Readers

A Series of bright original stories for children from 5 to 7 years of age.

A Fairy Tale of A Fox, A Dog, A Cat and A Magpie. Illus. Paper .20. Limp Cloth .30.

A Fairy Tale of A Dog and An Old Dame by the Sea. Illus. Paper .20. Limp Cloth .30.

Jack and the Beanstalk and Brother and Sister. Illus. Paper .25. Limp Cloth .35. Snowdrop and Other Stories. Illus. Paper .25. Limp Cloth .35.

Little Golden Hood and Other Stories; Containing the above Series excepting "The Tale of a Dog and An Old Dame by the Sea", but including "The Good Little Mouse''. Illus. Cloth .56.

Longmans' New Fairy Tale Readers For Infants

A Series of stories for children with coloured illustrations and good clear type.

Book 1. The Snowman and Other Stories. Paper .20.

Book 2. The Three Little Pigs and Other Stories. Paper .20.

Book 3. The Story of Chin China-Man and Other Stories. Paper .25. The Snow Man and Other Stories: Containing the above Series. Cloth .68.

Longmans' Continuous Story Readers

Little One-Eye, Little Two-Eyes and Little Three Eyes. Illus. Paper .10. Limp Cloth .15.

The Clever Cat. Illus. Paper .10. Limp Cloth .15.

Stories from Hans Anderson. Illus. Paper .15.

Tales from the Faerie Queene. Illus. Paper .20.

Fairy Tales from Grimm. Illus. Limp Cloth .30.

Old Tales of the Homeland. Illus. Limp Cloth .30.

A Book of Heroes. Illus. Limp Cloth .45.

Stories from the Arabian Nights. Illus. Limp Cloth .45.

Two Heroines: Florence Nightingale and Joan the Maid. Illus. Limp Cloth .45.

Longmans' Fairy Tale Readers

Cinderella: or, The Little Glass Slipper and 4 Other Stories. Illus, Limp Cloth .45; Cloth .56.

Little Red Riding Hood and 4 Other Stories. Illus. Limp Cloth .45; Cloth .68. Jack The Giant Killer and 2 Other Stories. Limp Cloth .45 Cloth .68.

The Sleeping Beauty in the Wood and 2 Other Stories. Illus. Limp Cloth .45; Cloth .68.

The History of Whittington and 5 Other Stories. Illus. Limp Cloth .55; Cloth .68. The Princess on the Glass Hill and 6 Other Stories, Illus. Limp Cloth .55; Cloth .68. Prince Darling and 4 Other Stories. Illus. Limp Cloth .70; Cloth .76.

Our latest Educational Catalogue mailed upon request.

Longmans, Green & Company

210 Victoria Street

Toronto-2. Ontario

Buy Your Fur Coat Now at Holt, Renfrew's

by
Holt, Renfrew & Co.
limited
1927
1928

Catalog
Mailed on Request

S TOCKS are at their best for selection and many of our most outstanding values cannot be duplicated when present stocks are exhausted, owing to the advances in the raw fur markets.

Deferred Payments Can Be Arranged under our Budget Buying Plan, if you wish. No Interest to pay. Full particulars on request.

It Costs You Nothing to Compare Holt, Renfrew Furs. Garments sent on approval, without charge or obligation, if you live outof-town. Write for particulars.

HOLT, RENFREW & CO. LTD.

Makers of Dependable Furs for over 90 Years.

WINNIPEG, MAN

UNIVERSITY OF MANITOBA

Winnipeg

OFFERS, AMONG OTHERS, THE FOLLOWING COURSES:

Through its FACULTY OF ARTS AND SCIENCE courses leading to the degrees of B.A. and M.A.; and B.Sc., including B.Sc. (Phar.), and M.Sc.

Through its FACULTY OF ENGINEERING AND ARCHITECTURE courses leading to the degrees of B.Sc. (C.E.), B.Sc. (E.E.), M.Sc. and B.Arch.

Through its FACULTY OF MEDICINE courses leading to the degrees of M.D. and C.M.

Through its Faculty of AGRICULTURE AND HOME ECONOMICS courses leading to the degrees of B.S.A. and B.Sc. (H.E.).

Through MANITOBA LAW SCHOOL, an affiliated institution, a course leading to the degree of LL.B.

FOR TERMS OF ADMISSION, DETAILS OF COURSES AND OTHER INFORMATION, APPLY TO

W. J. Spence, Registrar, University of Manitoba, Winnipeg

SCHOOL PICTURES

Our enormous stock of FINE PRINTS affords Teachers and Trustees a splendid opportunity to make an appropriate selection of pictures for their schools. We are always glad to send assortments of Unframed Pictures on approval, or for exhibitions, if desired.

Richardson Bros. Art Store

332 Main St. Winnipeg, Man.

New Fall Gloves and Hosiery

Complete Stock to Choose from at

ROBINSON'S POPULAR PRICES

Women's "Full Fashioned" Pure Thread Silk Hose in Chiffon and Service weight 24 inch Silk Boot. Every Pair Guaranteed to give satisfaction. "Holeproof," "Kayser" and "Orient" makes to choose from, all the new colors and sizes, 8½ to 10. Robinson's Prices \$1.50, \$1.75 and \$1.95.

Women's French Kid and Suede Gloves in Short, Fancy Cuff or Slip-on, and in all the newest styles and colors. Robinson's Prices \$1.95, \$2.95 and \$3.95.

ROBINSON & CO.

398-408 Main Street, Winnipeg, Man.

The Western School Journal

VOLUME XXII. NUMBER 9 Contents for November, 1927. EDITORIAL-Speaking in Gesture and Pantomime DEPARTMENTAL BULLETIN-Special Examinations, December, 1927 Grade XI. —Examinations, December 1927 First Class Professional Examinations December, 1927 New Programme of Studies, Grades I. to VI. 322 The Naval Disarmament Conference 322 Imperial Order Daughters of the Empire War Memorial 323 SPECIAL ARTICLES-Retrospect—and a Glimpsehe New Curriculum—Questions and 325 Answers 326 What Shall we do in History, Grades V. and VI.?

How Much Grammar Should be Taught in Grade VI.? in Grade VI. ?

Maps and Mapping

Silent Reading 328 The School Studies 331 JUNIOR RED CROSS-Letter Writing 333 TRUSTEES' SECTION 334 MANITOBA EDUCATIONAL ASSOCIATION— Rural Women and Home Economics 336 Handwriting 341 ELEMENTARY-Silent Reading The New Program CHILDREN'S PAGE-349 350 Birds of Passage 351 HEALTH DEPARTMENT 353 BOOK REVIEWS NEWS AND GOSSIP-Inspector Best's Division Convene An Interesting Letter from the Far North 358

President - - - - - A. W. HOOPER Editor - - - - W. A. McINTYRE Assistant Editor - - - HILDA HESSUN Business Manager - - F. A. ALLDEN

> Business Address: Cor. Ellen & William Sts., Winnipeg

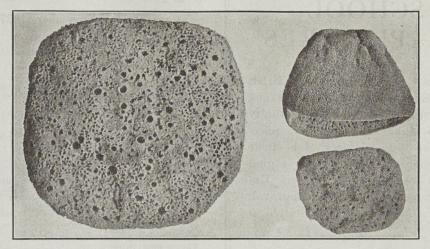
Directors

D. M. Duncan, A. C. Campbell, D. McDougall, W. A. McIntyre, A. W. Hooper, C. W. Laidlaw, E. J. Motley.

Terms of Subscription

PRICE—Per year, in advance, \$1.00; single copies, 15 cents.

POST-OFFICE ADDRESS—Instructions concerning change of address, or discontinuance of subscription should be sent to reach us before the first of the month when they are to go into effect. The exact address to which the paper is directed at the time of writing must always be given.



THE SPONGES AS WE FIND THEM

It is odd to think that the sponge we now use in the bath was once alive and is an animal product, not a vegetable growth as it seems, and that it lives in the sea, breathing oxygen like a fish.

AN ILLUSTRATED LESSON

FREE TO TEACHERS Prepared in booklet form showing twenty-two pictures of the life and development of the sponge and the method of securing and preparing for market. Sponges

are all shapes, sizes, and colors. Some are the size of a pinhead, some as tall as a man; some are fan-like. This valuable nature lesson will be sent free to teachers who send in the coupon below. It is reprinted from

The Book of Knowledge

MAKES LEARNING A DELIGHT
With 15,000 "Pictures That Teach." 2,200 in Colours.

FREE To Teachers

Without cost or obligation please send me the eight paged illustrated lesson from the Book of Knowledge "The Sponge And What It Is."

Name.....

School ..

THE GROLIER SOCIETY LIMITED

Publishers
The Book of Knowledge

Tribune Bldg.

Winnipeg, Man.

. . . "The Book of Knowledge would enrich any library. It is a storehouse of reliable information, well indexed, and presented from a wholesome viewpoint."

SAMUEL FARMER,

President Ontario School Trustees' and Ratepayers' Association.

The Western School Iournal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

Vol. XXII.

WINNIPEG, NOVEMBER, 1927

No. 9

words can possibly convey. Words to be the possibly convey words and possibly convey words and be to be the possibly and the best but makeshifts in the best

SPEAKING IN GESTURE AND PANTOMIME

In the Atlantic Monthly for September is an interesting account of an Eskimo by one who held a position equal to that of chief officer of the Mounted Police. This officer describes in detail the home and tribal life of the Eskimo chieftain - Kakoot - and sketches most fully his abilities as guide and mentor during the voyage they took together. They had but forty words in common and these giving only shadows of meaning, yet they carried on conversation freely on all necessary topics. This is because they used other forms of expression than words. An instance is given in which the Eskimo told the story of the father of a boy in the party, describing how he was killed by a wolf that had lost one of his legs in a foxtrap. The tragedy was witnessed by a man about a mile away who viewed the encounter through a telescope. The whole story occupies over a page in print and recites such details as this:

The Eskimo in question shooting a deer; hiding the carcass; the hungry wolf hearing the shot; seeking the meat after the hunter has left; unable to get the rocks removed, follows the track of the hunter by means of blood on the snow, approaches from behind; Eskimo sees the wolf too late; wolf seizes him by leg, then by neck; a terrible struggle. The man in distance hears the shot, gets his glass and observes the chase and seizure, runs to

assist, arrives too late, shoots at the wolf but it escapes."

Now all this was pictured by the Eskimo Chieftain so that the English policeman got every detail. The whole story was corroborated later by one who knew both Eskimo and English and there was practically nothing missing in the account. The reason it is referred to here is to emphasize the fact that words alone are insufficient as a mode of expression. They are indeed often less effective than gesture and pantomime. The Eskimo stopped at nothing in the way of pantomime. He trotted like a wolf, indicated the droop on the tail, imitated the limp, drew a picture of the trap, pictured the combat by rolling on the ground, sometimes screaming like a man, sometimes snarling like a wolf. Occasionally he used a word like "Me old buck" to describe the murdered Eskimo, or "hello" to mean "next in order." In all he made use of about eight words.

Now this has a very wide bearing on life. In the first place it points out the value of the use of other forms of expression than words—particularly in a country like this. As a people we rely too much on words and fail to make use of gesture and picture. The movies have shown us the surprising advantage of the latter forms. There is in the use of gesture an additional value. It takes on the form of beauty. French people use it freely, but with

many it is but a spasmodic action of the hands. Those who are cultured, speak with hands, face, eyes, bodily movement and words, and the combined effect is pleasing in the extreme.

We shall do well to give some attention to pantomime and gesture in school. There is at least life in these forms of expression. Further than this they often express more than mere words can possibly convey. Words are at best but makeshifts in expression. No two people use any term in exactly the same sense, for it is but a symbol that revives a series of mental experiences. As no two people have had the same experiences the word only in a rough way serves as a medium of intercommunication. Teachers will readily understand this. They find that pupils do not understand them, and that they do not understand the pupils, because the words used do not call up similar pictures in different minds. When an idea is expressed in an action or a gesture it is different. Here there is a picture to be seen and each person fits it into his own experience, without confusion. Nearly all people get meaningful thought from a moving picture, but no two get the same thought from reading a passage of Scripture. Possibly the great cleavage in religious thought today between fundamentalists and modernists is owing to this that they read words differently. One gives a fixed value to words, another a fluid value. One deals with terms, another uses these as symbols to express pictures. No wonder people disagree when the terms used convey different meanings. Christ wisely used the parable because it presents truth as a picture. The legalists of his time and of today try to express themselves in spoken and written words and are in endless trouble.

So we commend all teachers to make a study of Kakoot the Eskimo, the master of pantomime. See the new Curriculum page 100.

Mr. Moore's Appointment

- lode ver expression . They bee

The Journal is pleased to announce the appointment of Mr. Andrew Moore to the position of Inspector of Secondary Schools. All the teachers who have recognized his energy and his organizing ability when he was registrar in the Department of Education, will expect him to be of great service in this new field. He is well acquainted with education in all its departments, and he is particularly interested in the High School and its problems. His firm belief is that the Secondary Schools should minister to the needs of all those who attend and not merely to the small percentage who go on to the University or the Normal School.

cantage of the latter forms. There

Naturally he will devote most attention to constructing a programme that will leave the High School free to organize its own work on the lines that seem most profitable and necessary.

The teachers of the Province will be delighted to hear of the appointment of Mr. H. G. Mingay to the post of registrar of the Department of Education. Mr. Mingay entered the government service at the close of his Normal School course, and has now established himself firmly in the regard of the public and teachers of Manitoba. His promotion is one which we are sure will meet with general approval.

series him by leg, then by neek; a tertrible struggle, . The man in distance bears the Oder, wels his glass and

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

Special Examinations, December, 1927

Students now taking the whole of Grade XI. who still have to pass in some subject of Grade IX. or X. must file their applications with the Department not later than November 22nd. Application forms may be had from the Department on request. A fee of One Dollar per paper will be charged for the December Examinations of Grades IX. and X. Candidates must provide their own foolscap and other necessary supplies. The time-table is as follows: Thursday, December 15:—

9 to 11—General Science (I.)

Grade IX.

9 to 11—General Science (I.) Grade X.

14 to 17—History, Grade IX.

Friday, December 16:-

9 to 11—General Science (II.)

Grade IX.

9 to 11—General Science (II.)
Grade X.

14 to 17—Grammar.

Monday, December 19:-

9 to 12—Arithmetic.

14 to 16—Drawing.

Tuesday, December 20:-

9 to 12—History, Grade X.

13.30 to 14.30—Spelling.

14.30 to 16.30—Music.

We should like to point out to the principals and teachers that these December examinations are strictly supplemental examinations. They are for students eligible to take the whole of Grade XI. who have conditions from preceding Grades. These examinations are based on the curricula and texts

prescribed for the June examinations immediately preceding. Teachers and students should consult the 1926-27 Programme of Studies if they desire information regarding the work on which the examinations will be based in December, 1927.

Grade XI. Examinations, December, 1927.

The December Grade XI examinations are strictly supplemental examinations. Only candidates who have not more than two conditions (exclusive of Spelling) to remove in order to obtain Grade XI standing will be permitted to write at this time. No other student is eligible to write.

All candidates must provide their own foolscap and other necessary supplies. The time-table is as follows:

Monday, December 12th:-

9 to 12—Composition. 14 to 17—Chemistry.

Tuesday, December 13th:-

9 to 12—Literature.

14 to 15—Spelling.

Wednesday, December 14:-

9 to 12—Algebra.

14 to 17—Physics.

Thursday, December 15:-

9 to 12—Geometry.

14 to 17—History.

Friday, December 16th:—

9 to 12—French Grammar. 14 to 17—French Authors.

Monday, December 19th:

9 to 12—Latin Grammar.

14 to 17—Latin Authors.

Tuesday, December 20th:—
9 to 12—German Grammar.
14 to 17—German Authors.

Students now in Grade X. who have a condition from Grade IX. are not eligible to write a supplemental examination in December. They will be required to remove the Grade IX. condition when they write their Grade X. examination in June, 1928.

First Class Professional Examinations December, 1927.

The time-table for the First Class Professional examinations to be held in December, 1927, is as follows:

Tuesday, December 27th:-

9 to 12—Psychology.

14 to 17—History of Education.

Wednesday, December 28:-

9 to 12—Philosophy of Education.

14 to 17—Progressive Methods in Teaching.

Thursday, December 29th:-

9 to 12— Educational Tests and Measurements.

14 to 17—General Method.

Friday, December 30th:

9 to 12—The Teaching of English.

9 to 12—The Teaching of Mathematics.

14 to 17—The Teaching of History.

14 to 17—The Teaching of Science.

If your Part "B" Option is not given in the above time-table it will be placed for Friday, December 30th, from 9 to 12.

Regular application forms are now required from all who propose to write on the First Class Professional examination, or part thereof. These forms may be had from the Department of Education on request. All applications for the December Examinations must be in the hands of the Department not later than Thursday, December 1st.

This examination may be written in Winnipeg in the Department of Education; in Brandon at the Normal School; elsewhere, under the supervision of any Inspector at his headquarters. The practice of forwarding First Class Professional papers to any other presiding examiners has been discontinued.

"New Programme of Studies, Grades I to VI"

Teachers who have not received a copy of the new Programme for Grades I to VI inclusive, should ask the Secretary-Treasurer of their District for it. All Schools were supplied with the Programme as soon as it was issued but teachers are writing the Department to say that they have not received a copy.

THE NAVAL DISARMAMENT CONFERENCE (By Chester Martin, University of Manitoba)

The recent Naval Disarmament Conference at Geneva had no direct relation with the League of Nations but the breakdown of the Conference may affect the League scarcely less than the cause of peace and good-feeling between the two great branches of the English-speaking world.

It would be easy to criticize both sides. The Earl of Salisbury once said that no conference ought ever to be held unless there were sure prospects of agreement. Failure is too dangerous. The Washington Conference a few years ago succeeded because Lord Bal-

four and Sir Robert Borden, Elihu Root and Mr. Hughes were statesmen who met in the spirit of Salisbury's precept. But the conference at Geneva was a conference of Admirals, and 'big navy' men are not the best apostles of peace.

The recent visit of Mr. Philip Kerr has thrown much light upon this unfortunate fiasco. It would be hard to over-rate its importance, and the temptation for each side to gird at the other must be resisted at all costs. It has been said that the greatest tragedies in the world are conflicts not between right and wrong but between right

and right. How much right was there on both sides?

In 1922 the United States with illimitable resources was building ships at a rate which no country in the world could follow. They agreed to accept a basis of equality with Great Britain, and fixed the ratio of battleships forthwith. At Geneva the Admirals were to discuss cruisers only.

Great Britain wanted 70 ships, many of them small cruisers, for service in eastern waters. The United States wanted only 10,000 ton ships with big guns. Great Britain replied that equality of tonnage under these circumstances meant overwhelming superiority for the American navy since 10,000 ton ships could destroy the smaller cruisers before a single shot could be fired in return. This was the lesson of the Battle of the Falkland Islands where the German ships were hopelessly outclassed in range of gun-fire. No parliament would ever dare to concede such powers by law and treaty even to the United States. On the other hand, Congress could not be asked to spend money on a vast number of smaller ships which the United States did not want and could not use. It was impossible to escape from this dilemma.

But a still uglier problem remains. It is inconceivable, let us hope, that British and American ships should ever fight each other; but what if one of them were at war with a third party? Britain stands for the right of blockade and interference on the high seas with neutral shipping—a vital policy which might have had disastrous results had the Germans not sunk the Lusitania and forced the United States into the war. The United States is officially in favour of the 'freedom of the seas'. What if Great Britain in carrying out some of the 'sanctions' of the League of Nations (Article 16) were called upon to undertake a blockade?

Few problems have graver possibilities of mischief than this. Can there be any solution until British and American ships, 10,000 ton cruisers and small ships alike, can be associated in the work of the League of Nations?

ably if the previously committee

IMPERIAL ORDER DAUGHTERS OF THE EMPIRE WAR MEMORIAL

In order to perpetuate the memory of the men and women who gave their lives in defence of the Empire in the Great War, the Imperial Order Daughters of the Empire has inaugurated a War Memorial which should be of great educational value to the youth of Canada. It includes Bursaries in Canadian Universities, Overseas Post-Graduate Scholarships, and the placing of Historical Pictures in Schools.

her purpose in taking a miver

Bursaries in Canadian Universities, 1928.

- 1. Nine bursaries—one for each province—are being offered annually for a period of eighteen years, beginning in 1920. For these bursaries only the sons and daughters of deceased or totally disabled soldiers and sailors and men of the Air Force are eligible.
- 2. These bursaries are of the value of \$1,200, i.e., \$300 a year for four years, provided that the holder passes

the examinations of each year in the spring, or at latest, in the autumn of the same year, and satisfies the Provincial Committee of Selection of his or her continued fitness to retain the Bursary. Payments will be made in three instalments—the first (\$125) in the second week of September; the second (\$100) in the first week of December, and the third (\$75) in the second week of March. In the case of a student who enters college with Honour or Senior Matriculation, and expects to complete his or her course in three years, arrangements may be made for the payment of the bursary in three annual instalments instead of four, i.e., \$300 the first year, \$450 the second year, and \$450 the third year. In the case of a student whose university course requires five years' attendance, arrangements may be made for the payment of the bursary in five annual instalments, i.e., \$300 the first year, \$225 the second year, \$225 the third year, \$225 the fourth year, \$225 the fifth year.

- 3. The claim to compete for these bursaries will be decided in each province by a Committee of Selection, consisting of the three members of the I.O.D.E. who represent the Province on the National War Memorial Committee, and two or more educationists chosen by the I.O.D.E. members.
- 4. In deciding the eligibility of the candidates the Committee of Selection will take into consideration their general record and standing in school, their physical fitness, and the circumstances of their families.
- 5. The eligibility and comparative standing of the candidates shall be decided by the Committee of Selection in each Province as early as possible, and not later than May 15.
- 6. The bursary shall be awarded either to a candidate who has completed the Junior Pass Matriculation examination or its equivalent, or preferably, if the provincial committee so decides, to a candidate who has in addition passed an Honour or Senior Matriculation or equivalent examination.
- 7. Announcement of the award will be made early in September.
- 8. In the event of there being no applicant for the bursary in any one Province, and conversely, if there be an additional applicant in any other Province, it will be within the power of the National Education Secretary to award the bursary to this applicant.
- 9. The choice of a university will be left to the Bursary-holder. The Royal Military College may be substituted for a university.

- 10. These bursaries may be tenable with university scholarships. Almost all the prominent Canadian universities and colleges remit fees to the amount of \$25—in some cases more than \$25—to students holding I.O.D.E. Bursaries. The Bursary-holder should ask about this on registration.
- 11. Every candidate for a bursary is required to furnish to the Provincial Committee of Selection not later than March 1, 1928, the following:
- (a) A certificate of birth or other satisfactory evidence of date of birth.
- (b) Certified evidence as to the fact that he or she is the son or daughter of a deceased or totally disabled soldier or sailor or member of the Air Force.
- (c) A detailed written statement from the principal of the school which he or she has attended, commenting on his or her good character, ability, physical fitness, and industry, and certifying that his or her application as a candidate is approved.
- (d) A written statement mentioning his or her purpose in taking a university course, and the university which he or she intends to enter.
- (e) References to not more than three responsible persons, whose addresses must be given in full, and of whom one must be a teacher under whom he or she has studied.
- 12. Application blanks may be obtained by eligible candidates from the undersigned, who will also be glad to furnish any additional information desired.

Mrs. A. Wilson Smith, Educational Secretary for Province of Manitoba, 222 Pheonix Block.

Special Articles

A RETROSPECT—AND A GLIMPSE (By Robert Cove Lloyd)

Well, here we are again! Back to the grind, a long Fall and Winter's work before us. But, my! How splendidly we are prepared to meet that work? That wonderful long vacation! What memories still lie behind usmemories mostly linked with joyous recollections, but some alack, are tinged with sorrow. It is perhaps the thoughts of sadness which should more than anything else inspire us to go forward to our duty with greater courage than ever before, realizing that there is much for us to do-realms for us to conquer! In this connection I refer more particularly to the work of encouraging and instructing the young people in this Province of Manitoba, in the art of Swimming and Life Saving Methods.

As you have all doubtless gathered from the daily press, numerous drowning fatalities have taken place during the past summer—many of the cases being concerned with children. These sad drownings were unnecessarymight have been prevented if only some reasonable knowledge of swimming and life saving methods had been present. How dreadfully sad this thought must ever be "if only." During the last long holiday week end, the Royal Life Saving Society was enabled, through the co-operation of the Young Men's Section of the Winnipeg Board of Trade and the Officials of the C. P. R. to stage an Exhibition of Swimming and Life Saving Methods at Winnipeg Beach. The members of the party gave a number of displays, illustrating the different strokes and methods of approaching a drowning person, the means of overcoming death grips, and the various ways of carrying the rescued person to the shore. Then, demonstration of resuscitation of the apparently drowned person was given. These displays proved to be

very interesting to large crowds of spectators, and it is hoped that some ground has been gained.

The R. L. S. S. party also acted as voluntary Life-Guards at the Beach on this occasion, and it is pleasing to be able to state that one person owes his life to their efforts. From this point alone we may consider that the experiment was successful. Doubtless those persons who witnessed the various displays were able to realize something of the importance of this ability to handle drowning accidents, and I should like to lay particular stress on the fact that the Royal Life Saving Society is striving to impart this very valuable and important knowledge to the world, and through its world-wide branches is certainly doing wonderful missionary work. But as the everrecurring fatalities go to prove, there is much yet to be done, and it is only by the co-operation of Clubs, swimmers, private individuals and other interested bodies that we can attempt to accomplish the great aim we have in view neutralizing the dangers of all open bodies of water that present a constant menace to the non-swimmer. In the past few years, hundreds of swimmers in Manitoba have passed Royal Life Saving Society's tests, and in doing so have become finer and better swimmers. In this time, R. E. Collins of Winnipeg, himself a President of the Manitoba Branch for several years, has done yeoman service for the Society and its aims. He is Chairman of Examiners and is still very active in the extension of the work. Probably the palm must be given to Mrs. G. A. Harrison, Matron of the Public Baths in Winnipeg. Mrs. Harrison, who is the President of the Manitoba Branch of the Royal Life Saving Society this year, has been personally responsible for a great many classes of children and adults going through the tests, both elementary and advanced, and she assures me of her willingness to help any of you teachers who may read this article, to start classes, and you may realize that such help will represent half the battle.

As I have tried to make clear to you in former articles on this subject, much of the groundwork in teaching swimming and life saving methods can be accomplished on land, in the form of drill. A complete drill for the breast stroke was given you in one of these articles, and this you doubtless have on file—possibly you have ere this, accomplished much valuable work in the right direction. May I beseech you, in the name of the Royal Life Saving Society, and of humanity in your own district, to follow up the suggestions therein given, and during the coming fall and winter sessions carry some of the aims we have in view into becoming actual facts. In your capacity as teacher, you have tremendous opportunities to grip the youngsters under your care and to kindle within them enthusiasm for swimming, and all the marvelous possibilities that will become theirs. Picture that terrible. triple calamity at Fort William, that took place during the summer. None of the three children involved need have perished had they received simple instruction in watermanship. Even the little eight year old tot who was the first to go in might have saved herself "if only" she had been able to tread water. "Treading water" probably sounds very complicated to the uninitiated, but in reality it is very simple. Impress on your pupils constantly this fact.

"If they should at any time find themselves in deep water, 'Tread Water'; in simpler language, let them keep their hands below water, either straight to their sides, or paddling gently and slowly below the surface, and at the same time move their legs in a slow walking or peddaling movement—IF THEY WILL DO THIS THEY WILL NOT SINK."

Do not hesitate to write to Mrs. G. A. Harrison, the President, she will help you in anything you may undertake in this Life Saving Work, and remember, that it is all in the name of humanity that I appeal to you to further the aims of the Royal Life Saving Society.

Mrs. G. A. Harrison, President R.L.S.S., Manitoba Branch, Cornish Baths, Winnipeg.

THE NEW CURRICULUM.—QUESTIONS AND ANSWERS

1. Why has Europe been put on for study in grade V.?

Ans. There are two modes of approach to the study of geography: the scientific and the human. Those who approach geography from the point of view of earth structure usually begin with the study of South America, Australia and Africa. Everything was simple. There were outstanding elevations with corresponding slopes and valleys. It was easy to study climate, soil and productions. Eurasia and North America were more difficult studies because the elevations were irregular and the variations of climate were not so easy of explanation. Following Colonel Parker's "How to Study Geography"

teachers in Canada and the United States have followed the suggestions in this volume, and the Programmes of Study, until quite recently, have begun with a study of the world's horse-shoe and have afterwards considered the cross ranges. Europe then was about the last continent to be considered.

The earth is now looked upon as the home of man. The first study is of the continent from which our ancestors came, and last of all of lands far away. It is not difficult for one to study his own continent, its products, imports, exports and relation of these three to climate, soil, and proximity to the ocean. Naturally there follows a study of the continent

with which we are most closely connected socially, and commercially. This is Europe. Throughout the study social and commercial relations are ever to the front, and structure is second.

2. What use is to be made of the poems that are suggested for memorization in grades I., II. and III.?

Ans. First, the pupils can commit these to memory for their own sake. Poetry develops a feeling for rhythm, for word values, for refinement of thought.

Second, an analysis of the poems enables children to see that all writers have a system underlying their thinking. There is a plan governing expression. Many children write aimlessly and it is well that they should find out early in life that writers think logically.

Third, poems usually contain pictures. There is no better exercise for children than picturing what the writers have had in mind.

3. Do teachers need all the flash cards that are mentioned?

Ans. It is quite possible for a teacher to get along without any of them. It is quite possible for children to read, and read well, who have never seem them, but when properly used, they are a great aid. They help pupils to read by phrases rather than by single words. The school practice that

works against thought-getting is word-naming.

4. What motive will children have for studying history in grades V. and VI. if there is no examination?

Ans. The answer is very simple. Children are reading today. They read novels and the funny papers. The difficulty is not in getting them to read, but in getting them to stop reading. If they had historical material properly written and illustrated they would give all their attention to this and in time would discard the cheap novels. The purpose of the reading in grades V. and VI. is to create a right attitude to history and a genuine love for it. There is no more reason why there should be an examination on this subject than on the novels children read. Something will be remembered and this will be all to the good. The measure of success, however, is not the knowledge the child possesses, but the interest aroused. This interest can be measured partly by the child's desire to reproduce, and partly by his desire to read other books of the same kind. It goes without saying that a first aim of the school should be to provide suitable reading books for the school library. A good teacher may prevail upon her pupils to provide a circulating library, each pupil subscribing one book. A few suitable books are named in the bibliography.

WHAT SHALL WE DO IN HISTORY GRADES V. AND VI. ?

The Advisory Board by direct resolution decided that the special work of Grades V. and VI. be Canadian History. To this a little extra matter has been added in each grade.

In Grade V. the study will be the Romance of Canadian History. It covers Canada before the Conquest, and the Story of Western Exploration. The only text in the pupil's hand is Duncan's History of Canada, but teachers should make an effort to add to the school library one other volume from those mentioned in the pro-

gramme. There will be in addition a study of the local community. (See the brief outline on another page of this issue). There is also suggested for this grade the reading of some book dealing with World Events or World Heroes. It will be enough to have a book in the library for the free reading period. There is to be no examination on this work. The aim is to create a living interest in historical study.

In Grade VI. the study will be the latter half of the authorized text, the

pupil omitting such features of Constitutional History as are impossible of study in this grade. The teacher will do well to get another text in which the social life of the people is more adequately treated, and to add this to the school library. In addition to this there will be a study of the government of Canada along the lines suggested in the programme. The study should not centre in the machinery of government, but should emphasize the activities, the duties and responsibilities of the people. No text book is needed here. This part of the programme has to be developed during year. The Journal will have articles bearing on this topic. Another study for the grade is the reading of Stories in English History. Here it is suggested that the teacher add to the library one or more of the books mentioned in the bibliography. As in the case of Grade V. any books provided should be read for enjoyment rather than for examination. The teacher will be satisfied if she develops a living interest in historical study.

The decision of the Advisory Board to give prominence to Canadian History on Five and Six, was based on the fact that it is important for young people to have some knowledge of their own country. This is particularly true in a country where there are so many recent arrivals. In addition to this a great many pupils leave school at the end of Grade VI. and this is the only history they will have in a formal way. For this reason they should do some reading on broader lines, in the hope that they will continue the study in later years.

It is the hope of everybody that a Canadian History suitable for Grades V. and VI. will soon appear. It should deal with social conditions, industrial development, struggles and conquests of pioneers and should be inspiring to young pupils. Clearly the study of constitutional changes is not interesting nor profitable to students twelve year of age.

HOW MUCH GRAMMAR SHOULD BE TAUGHT IN GRADE VI. ?

Very little formal grammar. The text-book pages 1—53 will be a safe guide.

There is, however, much that can be done in practical grammar, in the elimination of errors, such as are mentioned on pages 23 and 52 of text; in the writing of sentences, rather than

the so-called "phrasal-sentence"; in the avoidance of the "comma blunder"; in the use of different kinds of sentences rather than the use of the assertive sentence only; in the proper use of pronouns, especially after transitive verbs and prepositions; in the development of the adjective and adverb as "picture-words."

MAPS AND MAPPING

A series of Ten Articles prepared by R. C. Purser, D.L.S., Topographical Survey, Department of the Interior, Ottawa, under the direction of F. H. Peters, Surveyor General. Each article is complete in itself.

- 1. The National Value of Mapping.
- 2. Ancient Maps and Mapping.
- 3. Early Development in Mapping.

- 4. Mapping in the Dark Ages.
- 5. Early Chinese Maps.
- 6. Mapping after the Dark Ages.
- 7. Early Mapping in Canada.
- 8. Mapping in Canada during the Past Century.
 - 9. The Topographic Map.
- 10. The Topographic Map in the Schoolroom.

The National Value of Mapping

First of a series of ten articles on Maps and Mapping prepared by R. C. Purser, D.L.S., Topographical Survey, Department of the Interior, Ottawa, under the direction of F. H. Peters, Surveyor General. Each article is complete in itself.

When a man builds a barn he first of all prepares his foundation, then he sets up his framework and finally completes the structure. If the barn is a small one and is simply constructed, he may not bother with a plan but will carry the measurements in his head. He knows the size that he wishes to make it and he has a mental picture of what the completed building should look like.

Some builders even go through the same course in building a house, and find this method quite satisfactory so long as the structure which it is intended to build is a simple one. Many farm houses and even city dwellings have been built in this way.

But when the structure which it is desired to build becomes more complicated, then it is soon found that a plan is necessary. It becomes too difficult to carry all the measurements in one's head or to fit together all the various pieces that go into the structure without something to which to refer. It would be hard for us, for instance, to think of buildings like the Federal Parliament Buildings at Ottawa or the Provincial Parliament Buildings in Winnipeg, Regina, or Edmonton, being erected without plans to go by and to work to.

Now, if we can imagine instead of a single structure, that the people of Canada are building up a great nation and are developing the resources of our country, then we can begin to realize the value of having a plan to sow the surface of the country which they have to work with. Such a plan is known as a map. If we can think of things in this way, then we will not have much trouble in realizing the value of the map from a national point of view. Some men, when they are building their simple barn or house, may be content with a very rough-looking plan. They can keep most of the details in their heads and they only need a plan so they can refer to it for some things that it would be a little awkward for them to remember. Some maps are just the same; they only show a few of the things that might be shown and perhaps they do not show them any too well.

But when the building is a very large and expensive one with many workmen engaged in building it, then it is usual to have a plan or series of plans to work by, where everything is shown in detail. So it is with maps. The building up and developing of a country is a very complicated undertaking. In this undertaking there is a very great use for a map, or rather a series of maps when the country is as large as Canada is, showing everything accurately and in proper detail. When such a map fulfills these conditions as well as possible and is drawn sufficiently large—that is, on a proper scale—to show all the features clearly and in accurate position, then we have what is known as a topographic

We must consider the topographic map as the most accurate and most detailed kind of flat map which it is possible to produce. There are certain recognized requirements before a map is considered as a topographic map but we need not go into these at present.

The topographic map, then, is a national necessity for economic and intelligent national development. All civilized countries produce them, the work being undertaken as a very important function of the government. Uncivilized peoples, though they may make rude sketches of the features of their lands, do not and cannot make topographic maps. Their production is a highly technical undertaking, requiring great skill and expert knowledge—something far beyond the range of the savage. Indeed, with civilized

peoples, the topographic map in its present form is a comparatively recent example of the map-maker's work and has been evolved through many hundreds of years from the times when man first tried to map the country.

When we say that the topographic map is a national necessity we are talking, of course, in a general way and are thinking of its relation to the work of building up the country. But allied to these uses, there are some that we might not think of at first. It has, for instance, a very great educational value and this is the use that might appeal most to the school teacher.

To fully appreciate the topographic map, one should know something of the development of maps and mapping from the earliest times to the present. The topographic map did not come of itself but was a logical outcome of man's attempts from time immemorial to map the country. Many false steps were made and many times he went backward instead of forward in his course. And even now, though we may sometimes imagine we have reached the limit in its development, we are

constantly at work improving methods and trying to produce better and better results. We are glad to say, too, in this regard that Canada is by no means backward in this effort.

There have been many evidences of this since Canada began in an active way to map the country. One that might be cited is the recent remarkable development in mapping brought about by the use of the aeroplane. Shortly after the aeroplane demonstrated its practicability, ways and means were tried out to make use of it as an instrument for mapping purposes when used in conjunction with the aerial camera. After much experiment and research, and after a great deal of investigation into the mathematical side of the question, working methods were evolved by the Topographic Survey, Department of the Interior, that have practically revolutionized mapping methods. To the credit of this organization belongs the introduction of these methods for certain classes of work, methods which have subsequently been copied by other surveying organizations and made use of in all parts of the world.



In this view the central block with its Peace Tower may be seen, with the west block at the left and the east block at the right. It would be a difficult undertaking to erect buildings such as these without plans to go by and to work to. In a similar way it would be a difficult matter to build up our country without the use of adequate maps.

Aerial View of Federal Parliament Buildings, Ottawa

SILENT READING

Pupils should learn to get thought from the printed page. They must be able to give meaning to words, to phrases, to sentences, to paragraphs, to whole selections. Sometimes failure is in interpreting the larger units, sometimes it is with the smaller. Experience shows that failure to get thought is very common. There is word-naming without comprehension of meaning, and reading of whole selections without discernment of relationships among the paragraphs. Long careful training all along the line is necessary if good readers are to be made. The following suggestions are offered.

Giving Meaning to Words

1. Draw meanings under words which are opposite to the first word in each line:

Straight—bent, rough, uneven, crooked.

Rough-smooth, hard, soft.

Bad—good, beautiful, lovely, big,

pretty.

(Other basal words are old, angry, sour, quiet, short, cold, foolish, small, dark, dead, sick, wild, light, bright, fast. See programme page 139.

2. Add words of the same class as: peas, beans, wheat; violin, piano; diamond, ruby; Canadian, Australian;

inch, foot.

(Other basal words are pansy, jump, arctic, lead, canary, bushel, poodle, Harry, glove, crow, pike, Stevenson, teacher, father. Teacher can add to list.)

3. Classify these words under the headings—grain, flowers, school, automobile: wheat, blackboard, pansy, gear, barley, oats, aster, wheels, flax, rye, pen, pencil.

(Other basal lines are, doctor, lawyer, cobbler; Indian, Chinaman, Frenchman; kitchen, dining-room, parlor;

garden, field, stable, etc.)

4. Find words in your reading les-

son—Sennacherib's Army:

An enclosure for sheep, a dark blue color, horse, bodies of soldiers, war-

like weapons, grew, cold, shining quality, at night time, etc.

5. Give synonyms for these words:

Silly, love, merry, wild, old.

6. Read this silently and then answer the questions that follow:

Sow-thistle is a troublesome weed. It grows rapidly particularly in rich moist land. It sends out branches underground with dozens of buds on each. Out of each bud will spring a new plant. The thistle grows to be tall and it bears many blooms. In each flower head there are scores of seeds. These are carried by the wind in every direction. One plant may in a season give birth to thousands spread over a wide area.

(a) Has sow thistle a pretty flower?

(b) How are the seeds produced?
(c) How else does the plant reproduce itself?

(d) What soil favors its growth?

(e) Why is sow thistle so common? (Any descriptive paragraph from the reader or the geography or history

may be used in this way. This is a fundamental exercise. See Curricu-

lum page **34** and **35**.)

7. The sea! the sea! the open sea!
The blue, the fresh, the ever free,
Without a mark without a bound,
It runneth the wide region round;
It plays with the clouds, it rocks
the skies,

Or like a cradle creature lies.

(a) What words describe the sea?

(b) What does it play with?

(c) What is it like when it is calm?

(d) How large is it?

(Most descriptive and narrative poems can be treated in this way.)

Dramatizing After Reading

(a) He leaned against the table for a minute, then reached for the glass of water. He hurriedly drank it, put down the glass, thumped the table, and called for another pitcher full.

(b) Would you have an evening paper sir? All about the accident.

(c) There was a long silence. Mary placed one hand on her lips, and lifted

the other as if to give warning. All at once she broke into a laugh.

(Hundreds of exercises of this kind can be given, and pupils may be encouraged to prepare them for each other. The literary selections in the readers abound in passages that may be used.)

Drawing After Reading

Three little kittens, washed their mittens and they began to cry, Oh mother dear, look here, look here, Our mittens we have washed.

(a) Draw a clothes line, with mittens hanging on it.

(b) Draw the three little kittens.

(c) Tell what the kittens said to their mother.

Making a Topical Aanalysis

Write out a topical analysis for Excelsior, Pickwick on Skates.

Reading and Doing

I go to the door, I open it, I look down the hall, I come back to the room,

descriptive paragraph from the

I close the door, I look at the class. I say, "Where did we leave off?"

Reading to Perform a Trick

Try this trick. Take a tumbler, a plate, a piece of cork, three or four matches, a nickel. The trick is to put water in the plate and the nickel lying in the water, then to lift the nickel without getting the fingers wet or spilling the water. Place the nickel near the edge of the plate. Sharpen the matches and stick them into the cork pointing upwards. Place the cork in the water, then light the matches. As soon as lighted put the tumbler over them, but not over the nickel. See if you cannot then lift the nickel without wetting the fingers.

(Children will make exercises of this kind. That is useful as composition. A pupil who tries to perform the trick must of necessity read closely. What other school activities (work or play) will suggest exercises of this kind?)

THE SCHOOL STUDIES

The Home District

A helpful series of talks and discussions with pupils of Grades V. and VI. may centre on the history of the nearest town. The following skeleton is merely suggestive:

- (a) The coming of the first settlers.
 On cart or prairie schooner.
 Picture the load of supplies.
 Note the choice of land. What advantages?
- (b) Tell about first shack, the clearing, the first field and garden, the stable, the hens, the trips for wood, for groceries and supplies.
- (c) Picture life in the first home, the duties of the two young settlers, the hardships, their loneliness, their recreations. The first children—joys, cares, worries.
- (d) Picture the coming of other settlers, their co-operation, the

- building of a new home, the house-warming, the first religious meeting, the opening of a school.
 - (e) Picture the trail leading to the nearest town, and away out to the west to new settlements. Refer to the ferry where the first settler made his home. Tell of the travellers on the trails and of the news they bring.
 - (f) Tell of the opening of a store— What it means to the people. Tell of the first school held in one of the homes; the organization of the district and the appointment of a council.
 - (g) A portion of the land set apart as village site. New stores, a school, a church. The holding of literary society meetings, parties or socials. Note the music, the style of entertainment, the nationalities taking

part, the first religious meet-

ings.

- (h) Note the rush of settlers. The growth of the village. The post office, the first newspapers, political gossip, social gossip. Differences of opinion. The district acquires right to elect a member to the Council. The election. The election of school trustees.
- (i) The continued rush of settlers. The village grows to a town. A fire-brigade, an active council—roads, bridges, lighting. The new school, the city hall, the market. The agitation for a railway. The building of the road, the opening celebration.

(j) The first factory—cheese-making, the second factory—a sawmill. What comes in by the railway, and what goes out—grain, live-stock, dairy products, eggs.

(This is only a skeleton suggestion for beginning the study. No two teachers can use the same material. The very best book to guide discussion is "Introduction to the Study of Society" by Small and Vincent—Chicago Press. Nearly all the material for this study can be collected by the children. They will delight to make plans and drawings, to tell stories of first settlers, to write compositions, to act the scenes of the early days. History may be made a living study.)

Junior Red Cross

LETTER WRITING

The teacher will find that the Junior Red Cross leaven has not been at work very long before the pupils will express a desire to write letters. "Gladys" is having her hip put back into place. This means three months in plaster. She has to lie in bed all that time, poor child! She might like to get letters—and so they all get right to work when composition period comes along. The boys will decide to write to "Bernard" whose foot is most painful from the presence in it of badly diseased bone.

Letters to Patients

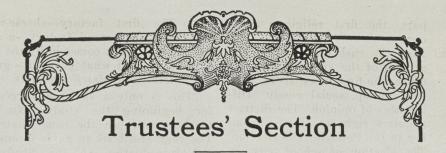
First of all, the class will decide on the plan of the letters. A picnic may be described, or the school building or the playground. Instantly the boys and girls get to work and produce what they hope will cheer and amuse a bedridden patient. It is grand practice in clear and sympathetic expression, not to speak of the stimulation to produce good, legible handwriting. The forty odd letters are sent and an acknowledgment mailed soon afterwards.

Letters to other Schools

The next step will be the desire to send letters to a school in Canada or in some other country. This correspondence has had very pleasant reactions in many Manitoba schools, notably in the Willow Creek School District, near Gimli, the pupils of which having begun with a set of letters to a school in New Zealand, proceeded to develop the idea by making a set of booklets to go to the same school which had received their original letters. These booklets described:

- 1. The Willow Creek School.
- 2. The surrounding district.
 - 3. Some features of Manitoba.
 - 4. Bird life of Manitoba.

These booklets are bound to give great pleasure to the New Zealand School, but not half as much as they have already provided the Willow Creek pupils—to say nothing of the educational value of the project to the class.



1. What is a trustee's duty as school visitor?

There lived an old gentleman in a school district within fifteen miles of Winnipeg. He was trustee for twenty years or more. He considered that he could help his district in no better way than by making it easy for teacher and pupils to do their best work in the school-room. He never sought any other public office because none other seemed to him so important. He got all his happiness and inspiration from working with and for the children.

Every spring he came over to the school with horses, plow and harrows and prepared the school garden. did not send a man but came himself. With the aid of the children he cleaned the grounds, removed dead limbs from the trees, erected the swings and filled the sand box. Then he saw that there was a supply of bats and balls for the summer. Every week or fortnight after that he came to the school to inquire about repairs and equipment. talking with the teacher he bought flower seeds and plants from the city, and superintended the laying out of the garden.

If his attention were called to some pupil whose work or conduct was not quite satisfactory, he investigated the case personally, and sometimes the teacher was advised to change her attitude; more frequently the board was asked to say something to the parents.

During the summer vacation he arranged with some pupils to visit the garden every week to water the plants and to do the necessary weeding and hoeing. When fall came he fathered the holding of a school exhibition at which flowers and plants from the

school garden and the home garden were shown.

When cold weather came he arranged with a boy to light the fires every morning, but encouraged the pupils to organize for carrying in the wood, sweeping and dusting.

He encouraged the parents to visit the school and towards this end he arranged definite days when visitation should be made. As a result of such visitation by parents he got many supplies for the school and corrected faults of both parents and children. And no one took offence because they recognized his devotion and sacrifice and looked upon him as their natural leader and adviser.

It is hardly necessary to say that this school became known throughout the district not only for its building and grounds, but for the fine character of the work done by the pupils.

It is reasonable to expect all trustees to take trouble in this way? Rather ask, is it reasonable for a man to assume office and then neglect his duties? Trusteeship is no sinecure. A man who will not take the school to his heart should resign.

2. How should the Annual Meeting be conducted?

(a) There should be notices posted up advertising the meeting.

(b) The children should carry home written notices announcing the meeting and the order of business.

(c) On the day of meeting the room should be tastefully decorated and the members of the board together with the teacher should be there to meet ratepayers. (d) Care should be taken that the building is comfortably warm and provision should be made for disposing of

coats and headgear.

(e) When the hour of meeting is reached the chairman of the board should call for the nomination of a chairman of the meeting and then a secretary should be chosen. After the work may proceed according to the following order:—

Address by the chairman followed by remarks from the other trustees; secretary-treasurer's report followed by auditors statement; remarks by ratepayers and questions; nomination of new members of Board; voting; new business: address by the elected members; address from a visitor who might be a trustee from a neighboring district or a member of the executive committee of the trustee's association or an educator of standing or a citizen with a helpful message; and possibly the teacher might have something to say.—Following this, there might be a school display, or the serving of refreshments, according to the hour of meeting.

3. What equipment should a one-roomed rural school have?

It depends on conditions such as the number of pupils, their age, sex, and

home advantages. Roughly speaking the equipment might be:

- (a) For school work—maps, books, chalk, erasers, foolscap, ink, pen points, lead pencils, pictures, flower-pots, vases, blinds for the windows, tables for the teacher and table for mounting specimens, five or six; comfortable chairs, a few kindergarten chairs, a case for books, a case for holding supplies and natural history exhibits, a drinking fountain, a wash basin and paper towels. The chief emphasis should be placed on books to read. There should be books of reference and books of inspiration. Children should have an opportunity to grow intellectually and spiritually and to grow they must have material to read.
- (b) For play—baseballs and bats; football; swing; sandpile.
- (c) For outside work—hoe, spade, axe, saw.

This list might be extended but this minimum is suggested.

Trustees of Manitoba

A number of copies of Annual Report of Winnipeg Public School Board for last year have been made available to readers of the Journal. The report, which fully covers the work of the Winnipeg Board for the period under review, is attractively printed and easy to read. They will be forwarded upon request so long as the limited supply lasts.

MENTAL ATTITUDE OF CHILDREN

"The fertile mind of a child is full of such potential capabilities that we ought not to tolerate ignorance of psychological facts and principles in those whose influence is molding the mental attitude of the next generation," Mrs. Lauro E. Jamieson, past president of the Provincial Parent-Teachers association of British Columbia, told the Winnipeg branch of the association at Tache school, Norwood.

"Half the good work of the teachers is undone if parents have not the same informed outlook. Fathers and mothers must not forget that they are dealing with men and women of tomorrow,

with personalities who will all too soon take the affairs of the world into their hands."

The association aims particularly at creative education, that is the use of brain and hand, and is opposed to repressive training, holding it necessary for school children to be taught to think instead of merely amassing unrelated facts.

Vancouver, out of 31 schools, has 26 altogether 125 in the province. A federation has been formed there which outlines the policy, to the study groups, and, where possible, speakers procured on allied subjects.



DEPARTMENT OF THE

Manitoba Educational Association

H. J. RUSSELL, F.C.I., Secretary DR. ROBERT FLETCHER
255 Machray Avenue, Winnipeg, Man. President

RURAL WOMEN AND HOME ECONOMICS

(An M. E. A. Address by Mrs. Margaret Speechly Stansfield)

Rural homemakers, more than any other class of women, need the assistance of home economics—not because they are incompetent—but because they are faced with a variety of important problems and have many difficulties to overcome. How to help them to lead fuller lives, is what you wish to know.

Some of you instruct rural girls and women in High schools and Colleges, others reach them through Extension work; while still others broadcast by means of the radio, or the written word, so I shall merely draw your attention to some of their outstanding problems and leave you to find the solution. Before going any further, perhaps I should explain that the suggestion offered in this paper are not the outcome of a comparatively short experience on a farm, but of intimate association with rural life for many years.

To my mind, the outstanding need in country districts today, is instruction in nutrition. That is, up-to-date information of a practical nature, not couched in professional language, but presented in simple every-day terms. rural woman is by no means dull or simple but she is naturally unfamiliar with scientific terminology, and has no time for people who cannot make a direct appeal. She knows a good deal more about balanced rations than she did ten years ago, but still has much to learn about feeding her family. It is surprising how small is the value placed on milk in many homes, though it is acknowledged to be the very thing for producing the finest pigs, calves, and chickens. As a rule, milk puddings are not nearly so popular as pies, possibly because people have not learned

to make tempting desserts from milk. Those of you who have persistently advocated a greater use of this food should continue to emphasize the value of its proteins, minerals, vitamines, and other constituents, and to show how it can be made into appetizing dishes. Most rural women rejoice when garden products are ready for use, because of the variety they provide in the diet, but they do not know the relative merits of the different kinds, and the protection afforded by each. Canning is regarded by many homemakers as desirable but troublesome, so it is up to Home Economics to simplify the method as far as is consistent with safety. Personally, I find the Hot Pack method is preferable to the Cold Pack, for many foods, because it saves time. shortage of vegetables in winter is often a serious problem, that could be partly solved by showing people how to grow chickory and rhubarb in boxes in the cellar. Much has yet to be done before country dwellers will fully appreciate the value of fresh fruit in the diet every day. How to meet the body's need for minerals is something that frequently does not enter into homemakers calculations, chiefly because she has never thought much about it. On account of the prevalence of goitre on the Prairie, information about its prevention ought to be broadcasted in every direction. Most people have read of vitamines in advertisements and articles, but they ought to know more about their place in the diet, and how to prevent losses in cookery.

Those of you who have been pegging away at the noon lunch for years, must take a long breath, and attack the problem with renewed vigor. Too many children still take to school lunches that are unattractively packed, and improperly balanced. The value of a hot drink prepared at school or carried in a thermos flask is not thoroughly understood by mothers in some districts.

The feeding of children from infancy to adolescence is a question which should be brought to the attention of practically every parent. In some families even the merest infants are allowed to have tastes of candy, pickles, tea, coffee, or whatever they cry for, and no wonder they soon begin to scorn milk as uninteresting compared with highly flavored adult food. How to prepare meals that can be eaten with safety by young and old alike is a subject that ought to be dealt with in detail. Much information is also needed about food in pregnancy and lactation and its bearing upon the future health of mother and child. As a farm homemaker frequently has to act as nurse for the family, she requires instruction in feeding the sick.

Next in importance to nutrition comes household engineering. The more I see of rural life the more I am convinced that there is an amazing number of good managers among the homemakers of the plains. I often wish I could don the magic hat and winged slippers like Perseus and fly invisibly to homes of all kinds so that I might learn how the work is managed. course there are hundreds of other women who find their work a burden and never seem to have any time to themselves. It is a fact that only good management and a few conveniences can save farm life from becoming drudgery, because there are so many things for one pair of hands to do. In addition to the work ordinarily found in the average city home there is bread, churning, daily care of the milk and the separator, butchering, poultry raising, and gardening. Such things as canning, jelly making, and pickling must be done in larger quantities than in an urban home. Paperhanging, painting, and varnishing very often fall to the homemakers lot as well. This

very complexity of life calls for simplicity and the elimination of anything unnecessary. The most important item of the days work must be dealt with first, and the rest have to take a secondary place.

The value of complete daily and weekly schedules cannot be over estimated but of course they must be the homemakers servants and not her masters. To my mind schedules should not be packed too full—there ought to be time allowed for delays and unexpected occurrences, of which there is a tremendous number on the farm. A hen may refuse to look after her chicks, a neighbour may 'phone for a recipe; animals may get loose if the men are away, and must be herded, the three year old may step on a rusty nail, the baby may get into the boot blacking. or a travelling salesman may wish to show his wares. And such interruptions usually happen on the busiest morning. If the daily schedule fits so tightly that there is no room for the unexpected, the effect upon the homemaker is apt to be depressing. On the other hand, if leeway is allowed it is often possible to polish off a few extra jobs, which is naturally a great satisfaction.

Half the value of a schedule is lost if a homemaker does not analyze each task—not for the sake of the analysis alone—but in order that all unnecessary motions may be eliminated. I believe that every farm woman should learn to examine her methods critically and to work as fast as is consistent with good results. Of course it must be remembered that each person has an optimum working speed, and that undue hurry may mean decreased output. On the other hand it is so easy for certain types of women to "putter" instead of doing work with dispatch.

All this brings us to the important question of well arranged equipment. No matter how perfect the schedule, or how perfect the worker, much time and energy are wasted in hunting for an egg beater in a far distant pantry or digging a rolling pin out of a deep drawer. A great many farm women are laboring under real difficulties in large

inconvenient kitchens, with the main pieces of equipment placed around the four walls, in no particular relation to each other. It is easy to imagine how many miles are travelled in kitchens of this type by women who cannot afford to waste a step or a motion the whole day through. Suggestions for grouping equipment and routing kitchen work would be of interest to many women who have to make the best of the houses they live in. I think the most impressive way of presenting the subject is to use charts showing the lines of travel before and after rearrangement.

To rural homemakers, a discussion of home made labor saving devices is always interesting, especially in the line of cabinets, dumb-waiters, broom closets, pan cupboards, and dinner wagons. Fortunately most farm husbands can wield a hammer and saw to good effect, especially if their wives have a definite idea of what they want in their kitchens. It is the job of Home Economics to show women how to plan bins, drawers and cupboards, how to space shelving, how to adjust working surfaces to the right height, and how to place the various pieces of equipment in the right relation to each other. Not every farm home can afford plumbing but there are several ways of having water piped into the kitchen, from spring to freeze up, which is the period of the year when it is most needed. The best source of these ideas is rural life itself from the people who have invented satisfactory schemes of their own. The Grain Growers Guide has collected various labor saving ideas from country readers and has incorporated them in the form of a bulletin.

The weekly wash is a job the prairie homemaker often dreads, partly because the work is heavy, and partly because of the dearth of soft water. You who are accustomed to an abundance of water have no idea of the inconvenience such a shortage creates. In summer slough water is often strained to supplement the barrel at the corner of the house but sloughs have an amazing way of drying up in some seasons.

In winter snow or ice is melted but if you have never done this job you cannot imagine what a fatigue it is. Many a woman has to use hard water, and would welcome instruction for "breaking" it efficiently. Other problems that perplex rural women are as follows:-How to simplify the washing processes. To boil or not to boil. How to cleanse neckbands and cuffs most easily, and what will wash the men's towels quick-They also need more information about the temperature of washing water, why clothes become gray? The action of soap and sunshine, and ways of removing stains, especially the more unusual kinds. May I suggest that your aim should be to suggest a few easily secured reagents for stain rerather than a great number. moval Much education is needed concerning the right methods of washing silks, rayon, and woollens. Numbers of people do not yet understand how these are injured by harsh soaps, changes in temperature, rubbing, wringing, and hot irons. They often blame the manufacturer when woollens become abbreviated, but fail to connect the shrinkage with their own laundry methods. The T. Eaton Company Research Bureau can testify to this. Suggestions for arranging laundry equipment conviently and for routing the work will do much to simplify the wash day.

In the field of sanitation there is a tremendous amount of work to be done. The relation of the water supply to the drainage from barns and outbuildings is not yet properly understood by many rural dwellers. The proper screening and care of outside toilets frequently receives little care and thought and yet is very important. I have come to the conclusion that flies can become a habit, and are therefore regarded as a nuisance but not a real danger. To keep free from them means perfect screening and rapid closing of doors, when anybody enters the house, as well as waging war constantly against the insects that manage to squeeze in, in addition. Plenty of sticky fly paper suspended from the ceilings, a liberal use

of sprays and vigorous wielding of the swatter will conquer the enemy. I believe the only way to make the public abhor flies is to educate them concerning disease-carrying properties of the insect, its disgusting habits, and rapid increase in filthy surroundings. Cities are yearly becoming freer from the pest, but on the farm there is always the manure pile and the pig-sty.

If homemakers realized that they are daily battling against invisible forces they would take more interest in wiping up spills, and in keeping scrupulously clean the pantry, the dumbwaiter, the cellar and other storage places. However, to be effective, instruction about bacteria must be presented in an attractive form. The reason for milk souring, why all dairy utensils must be perfectly clean and scalded, and why milkers must be careful about cleanliness, is information that ought to be in the hands of every woman. The slightest carelessness in washing and scalding the separator may spoil the flavor of butter and cream and people have a right to know why. Standards of cleanliness, while high in many homes, are low in others, and it is not always clear how greasy films, doubtful disheloths, badly kept fingernails, dampness and dirt harbor bacteria. More information about why food spoils, why canning "goes wrong" and how to keep the pork barrel in good condition would be welcomed by rural women. It is also important to present the other side of the case because the majority of people regard bacteria as evil forces only. On a farm however, it would be impossible to make butter or cheese without the aid of benign organisms.

It is doubtful just how much of the city-ward drift of rural youth is due to homes devoid of attractiveness, but it is certain that many houses lack comfort, cosiness and color. Now comfort is not a matter of overstuffed furniture and mohair upholstery but of chairs and sofas on which men in workaday clothes can rest without fear of the consequences. After all, you'll agree that the charm of any home lies in its

suitability to the conditions under which people live. Cosiness depends upon the arrangement of furniture. When chairs are placed stiffly against the four walls of a room, as in many rural houses, it is hard to create a cosy atmosphere that will draw the family to the living room. They would far rather sit around the kitchen range. On the other hand if the furniture is grouped to form centres of interest, the attractiveness of the room is greatly increased. A large number of farm parlours are of the former type and certainly are not a drawing card. If we could persuade people to replace the parlour with a living room, we should be doing real service. One thing I notice about rural homes, is their lack of color. As a rule the furniture and woodwork are dark and the walls are plain so the rooms need the cheeriness of brilliant cretonnes for curtains, slip covers and cushions, as well as the color notes provided by pottery and candles. How to use dyes for brightening drab rooms is something that would be appreciated. Numbers of people have yet to learn the value of books, not only as friends, but as an important part of the color scheme, and the same is true of pictures. Anybody would deserve a D. S. O., who could tactfully persuade farm men and women to banish from the walls of their homes the hideous enlargements of deceased relations. These atrocities are seldom good likenesses of the dear departed and are of no interest to outsiders. The place for enlargements is in the owners bedroom, or better still, in the attic carefully packed away. Framed wreaths of flowers and birds, in glass cases, or heads of animals are not suitable decorations for a living room, and neither are the sea shells, photo-frames of silk drapes that often adorn (?) the tops of pianos. Home Economics is an excellent position to show rural people what is good taste in home furnishing.

A large percentage of country women, on top of all their manifold duties do most of the family sewing. To simplify their work they would appreciate short cuts and time saving methods of construction. Judging by what I have seen at fairs of darning and patching, a great many women still need instruction in repairing garments. Smart clothes would be easier to make if only a "judy" were available for fitting. The paper dress form with its merciless reproduction of the figure has been a boon to countless home sewers. How to adapt patterns to fit round shoulders, long arms and other physical irregularities is information that would be welcome to a great many women. Others seek help with sleeves, collars, buttonholes, set-in pockets, hems and bindings.

A few years ago rural women could easily be spotted in a city crowd owing to their "home-made" appearance, but today it is different. However, there are still numbers who need instruction about line, color, and suitability well as the kind of clothing that should be worn by thin, stout, short, or tall figures. A very small percentage of rural women pay sufficient attention to proper corsetting because most of them buy either through mail order or from the local store, which has no facilities for fitting. Few bother to consult a corsetiere when in a city as they have never learned to appreciate the benefits of wearing the right kind of corset. Information drawing attention to the evils arising from ill fitting corsets and to the benefits of wearing the right model would be a boon to rural women.

It is impossible to leave the subject of clothing without a word about textiles. Farm women's clubs have been greatly agitated of recent years about the quality of yardage and garments they have been buying. They have passed numerous resolutions asking for the labelling of clothing and fabrics, but before taking action they need to study the situation more thoroughly. Those of us who have gone into the complicated problem of textile legislation know well enough how difficult it is to frame laws that will be really satisfactory. Until some workable scheme is pro-

rafine's religion of the property of the property of the four former of the four former and the second and the second the

duced we can best help the farm woman by showing her how to buy wisely. Need I suggest that the tests should be as simple as possible because there is little time on the farm for anything complicated.

Other important problems are facing rural women today but time forbids going into details. However I cannot stop without saying that Home Economics should never cease to emphasize the importance of home making as a life work. If women realized that they are playing a vital part in building up the nation they would regard even the daily routine in a different light. Too close contact with a job, year in year out, tends to warp the vision and consequently mothers often regard home making as of less importance than teaching, medicine, law or other professions. Naturally their daughters will adopt the same attitude unless Home Economics puts them right. The teacher of Home Economics in a rural district has an unrivalled opportunity of influencing girls in the right way, but she must be an "A.1" member of her profession. Occasionally it may be possible for a mediocre instructor to occupy a place on city staff, but not so in a rural community where parents are suspicious of experts who are theorists with little or no practical experience. I think we all agree, that in helping the rural woman we should commence with the school girl who is tomorrow's homemaker. Discouraging though the situation has been of late years in Manitoba, let us look to the future and commence our educational campaign now, so that people will want home economics instruction for their daugh-Observe the phenomenal success of the Wheat Pools. Apparently these great organizations have grown over night. Actually they are the result of an educational campaign extending over 25 years or more. Let us then start now to create in the minds of rural parents a real desire for Home Economics instruction.

HANDWRITING

An M.E.A. Address by Mr. G. R. Brunet

I was asked by your secretary, Mr. H. J. Russell, to give a practical lesson in writing adapted to the elementary schools and more especially to the Rural schools.

Letters by Group

I will try to be useful to some of you, should you think there is still room for improvement in that subject. With regard to writing, I believe that any elementary school as well as a one room school should be divided into three divisions about as follows:—

Group 1. Beginning Children, comprising grades one and two; usually about a half dozen.

Group 2. Intermediate Pupils, comprising grades three to six (or even eight) usually about a dozen or fifteen.

Group 3. Advanced individuals, comprising grades seven and eight, who have graduated from the drill class; usually about half dozen.

The Beginners should first learn to write on the blackboard as they advance into the second year or grade they should learn to write large and free upon paper with a larger pencil.

The Intermediate Pupils should be drilled daily upon movement exercises, letter forms, words, and simple sent-ences being stimulated and controlled by properly timed rythmic counting. This should by all odds be the largest class.

The Advanced Individuals should be those who have required a free arm movement and who are able to practice intelligently alone, particularly if they have a text book or manual, containing all necessary instructions.

The three main essentials to good writing are: First, a healthful and efficient position; second, plainness of form, and third, arm movements.

All are essentials to success. No teacher can afford to be indifferent to or neglect any one of the three.

Each one of these points will be developed in the course of the lesson.

Muscular Movement Writing

It is the most popular, and the most practical writing in use at the

present time. Arm movement means the use of the arm, instead of the fingers, to propel the pen. The fingers should hold the pen lightly, while the arm propels it.

Arm movement, or muscular movement, may be somewhat difficult (at first) to acquire, and control, but when once mastered, it can be written with ease, rapidity and hour after hour without fatigue.

Movement

By closing the hand tightly, making a fist of it, you will find that it can be moved forward or backward while resting on the fleshy part of the forearm.

Practise a few moments while in this position. Now take the penholder and adjust carefully in the hand, as shown in the illustration, the hand at the same time resting on the tips of the third and fourth fingers, the wrist free from the paper. The penholder pointing over the right shoulder.

Position at Desk, Etc.

Sit well back in the chair, and lean slightly forward, bending at the hips. Avoid letting the head lean over the left shoulder (drop over leftward), and do not squint at the writing. Both eyes should be the same distance from the line of writing—from 12 to 16 inches. Both elbows should rest near the edge of the desk or table, and should be bent nearly at right angles. Both feet should be flat on the floor, uncrossed, and the left foot forward. In regard to the writing arm just three things should touch the paper or desk as you write. The muscles of the arm a little in front of the elbow, the side and back of the nails of the little and right fingers, and the point of the pen. Let the penholder cross the hand somewhere near the knuckle joint of the first finger. The end of the index finger should be directly above the wide part of the holder. Then, if in correct position, the point of the pen will be from three-fourths to one inch from the end of the index finger.

Materials

A good carpenter does not purchase his tools at the ten cent store. Neither can you afford to economize by using poor ink, paper, or pens.

Pens. For business writing, a pen with a medium point—not too fine and not too coarse—is best as Spencerian

No. 1 and No. 2, etc.

Ink. Any blue—black ink that flows freely. Avoid colored ink for practical

purposes.

Holders. A cork-tipped holder is excellent. If this can not be had, get a wooden or rubber tipped holder. Small holders are not as good.

Paper. Paper cut 8x10, with lines 3% to 1½ inch apart is recommended, and as to quality, the best is not too

good.

Blotters. Take a blotter which is not injurious to the eyes. Use your

judgment in getting it.

Pen-Wipers. Nothing better than a wet sponge. And if you use cotton or woollen cloth—it should be very soft.

First Specimen

This is a specimen of my best writing before beginning practice on this course. I will practice carefully, and do my best to improve in penmanship.

Sign your name.

Give this to your teacher so that he can file it for future reference.

Muscular Movement Drills

The oval and the up and down exercises should be practised ten minutes at the beginning of each lesson.

The oval exercises and the push and pull exercises are the basis of the formation of any letter in the alphabet. One gives you the movement, the latter the proper slant.

Taking one space or two spaces, and counting about 125 revolutions in a minute, counting round, round for ovals.

Push and Pull exercises—Keep the lines compact and you will lay the foundation for successful writing.

The Study of Small Letters by Group

Right curve beginning stroke letters are the following:—

inuerstlhbkjpf.

Left curve beginning stroke letters are:

nmvxcyzaodgą.

Write the word minimum without lifting the pen or checking the motion, watch spacing, height and slant.

Small letters should be about a third of space in height.

Letters have like and unlike qualities. Thus "u" and "i" are similar as are "n" and "m". The "e" and "l" are alike except in height, etc.

The extended, long or loop letters t d p l b h k j y z g q f, should be uniform in slant, width, length.

Capital Letters

The fundamental principle for capital letters is to retrace them in working rapidly. Retrace each capital six times.

Make a review of the capital letters. Study form of each letter carefully. Practise capitals with words.

Figures

Figures have to be practised in retracing them six times.

The essential of good writing are neatness, plainness, uniformity, and ease in execution.

It takes more back bone than wish bone to learn to write well.—Write on the line.—Glide on the finger nails.

Writing is not a gift. Any normal intelligent person can acquire a neat, plain legible handwriting, provided he devotes to the work the necessary time and study.

One should get the correct image in the mind before he can hope to produce it on paper.

Writing is an equal mixture of brains and muscle, plus nerve energy.

To the beginner, I advise: "Let nothing daunt you". Be faithful and earnest in your study. Keep your ambition keen-edged. When you make mistakes criticize and rectify them before proceeding. If you are not progressing as you expected on starting, don't despair for it will come in due time. All beginners make mistakes, without exception. The price of success is perseverance and rightly directed effort.

N. B.—The Zaner and Bloser handwriting scales used by the city of Winnipeg are recommended to supervise the progress of writing made by the pupils. You can secure these scales for 25 cents at Zaner and Bloser, Columbus, Ohio.

Remember once more that: "Good writing is more than an accomplishment, it is a modern need, the passport to good business positions. Good writing serves both the writer and the reader.

The Zaner handwriting scales used by the city schools are recommended.

(Note: The illustration accompanying this article is reduced one-third.)

There are two most valuable possessions which no searchwarrant can get at which no execution can take away and which no reverse of fortune can destroy, they are what a man puts into his brain - knowledge- and into his head-skill

URBrunet.

Elementary

SILENT READING

It has become quite clear to thinking teachers that a distinction should be made between oral and silent reading—that more emphasis should be placed on silent reading than has been done in the past. This does not mean that oral reading is not valuable, but rather that it must not be confused with objectives peculiar to silent reading. There is also a tendency to contrast the reading of literature, even though it is read

silently, with the sort of reading we do in reading factual material in search of the solution of a problem. There is to be a growing tendency, greatly to increase the emphasis upon the training of abilities involved in working with books.

It is commonly argued upon today that more care should be taken to insure proper comprehension in the reading exercises in the primary grades. This inevitably will place an increase of emphasis on silent reading, since in oral reading, it is impossible to tell with any degree of accuracy whether or not the pupil understands what he has read.

The following exercises to meet this need have been carefully worked out in large and small classes under the conditions which exist in the public schools. The directions for teaching these exercises are given so that even the inexperienced teacher may make real progress by following them.

Not for an instant must it be thought that one would limit the teaching of reading to this sort of exercise. It is not intended that these exercises take the place of instruction in literary appreciation. There is also the necessity of reading silently a great deal of easy material such as is found in our best primers and first readers. Neither are the exercises to take the place of reading phonics. On the other hand they may be used effectively whether or not phonics are taught.

These exercises do add greatly to the interest of the children in first grade work, since they are based on facts and experiences common to the child and they supply the conditions which should exist for speed and comprehension exercises. The requirements of such exercises are first, that the exercise should be given under time pressure and second, that each exercise should be followed by rigorous testing of the child's comprehension.

Materials.—The cards used are of deep cream color manila tag. They vary in size according to the length of the words, phrases or sentences to be printed upon them.

Where a teacher is using print on the board, it is desirable that she print the words on the cards, using a "lettering pen" one-eighth of an inch wide. The words should be at least an inch high and an inch and a quarter high for small letters would be a better height.

The "lettering pen" can be obtained at any well equipped stationery department. The cards should be kept in sets fastened together with a strong rubber band.

The "Come to the Class" Lesson.

Direction.—The children are in their usual seats. Print on the board "Come to the Class". Pointing to the words talk informally to the pupils. Say something like this: What I have printed here means, that all of you are to rise whenever you see this and come to this place. We call this place 'the class'.

Before the children can comply with the request and come to the class the teacher erases the request, saying nothing more. She then prints it again saying nothing and looking at the class. The less timid pupils will do as the words indicate. Tell the timid ones just what it means.

When all the pupils are in class (have them seated if possible) turn to board and print 'Go to your seats!' Tell the pupils that when that is printed it means, go and sit in your own seat.

The children return to their original seats. The teacher erases all words from the board. Again print 'Come to the Class'. Say nothing, but look at children. They rise, come to class and seat themselves. Now erase the words and re-print 'Go to your seats' and if necessary explain again. Repeat the exercise of coming and returning as many times as necessary.

Children's Names Lesson

In this lesson children are taught to recognize their own names when printed and to respond promptly when cards bearing names are flashed.

In this as well as in succeeding lessons it is well to begin by printing on board the command 'Come to the class', and when time to dismiss class arrives to do so by printing on board 'Go to your seats' or 'Fly to your seats' or 'Hop to your seats' etc., changing the command according to the progress of the pupils in 'Action Words'.

Direction.—The pupils are before you seated "in class". Have ready a pack

of cards each containing the first name of a pupil and covering the whole class. Expose one card. Suppose it contains name Helen. The teacher says "Helen this is your name; you may hold it". "John, this is your name; take it". The teacher proceeds thus until all cards are given out. She then shows a card containing her own name—Miss—.

Each pupil having his card, the teacher says "Give me your cards as I call your names". She proceeds to call each name, glancing at the cards to get the names and they hand them to her.

She then gives out the cards in the same manner as before and calls them in again. Repeat as many times as

necessary.

Now hold pack of eards in your hand before the pupils. Say "when you see your name stand". Take a card from the pack. Show it to the class. The child whose name is shown rises. He remains standing while you proceed to show the other cards one by one. The entire class then is standing, you retaining the cards, Then orally ask them to be seated as their names are shown. Flash the cards one by one, and as each child recognizes his own name he sits. Repeat exercise several times until you feel certain each pupil recognizes his own name.

You are now ready for the game "Poor Blind Lady", which is based on children's names.

Poor Blind Lady.

The teacher is the 'Poor Blind Lady'. Stand before the class with the cards containing names of all the pupils and yourself.

Close your eyes and say "Stand when you see your own name and when you see the name of the Poor Blind Lady say 'Stop'.

Show cards one at a time and as each child recognizes his own name he rises and remains standing, when the teacher's name appears again the children all cry 'stop'.

When all children are standing seat them in same manner.

Close lesson by sending children to their seats in turn as eards are shown. Print on board "Go to your seat"; then flash the name cards one by one; each pupil goes to his own seat as he sees his card.

Do not play this or any other game long. Accustom yourself to stop while the interest is at its height. Short and frequent are much more effective games than long continued ones.

(To be continued)

Sentences on the board, or or

THE NEW PROGRAM GOVERNMENT OF THE NEW PROGRAM (G.W.B.)

The new program, Grades I. to VI., is an attempt to meet the request of the young teacher for some more detailed aid than the bare skeleton of former programs. The success of the Alberta program would seem to indicate that the need of a more explicit and detailed program is very real.

ed to make marginal sketches

Though the program is tentative and subject to amendment at the end of a year's trial, yet it is very improbable that it will be changed to any extent; and it is likely to become, not only the "course of Studies" but also the principal text book of the Normal School, for some years to come."

Some of the outstanding features of this new "program" are: Stress on English, both spoken and written in the lower grades;

Stress on the necessity of Social Studies, and recognition of community activities and interests;

Recommendation of abundance of supplementary reading, and the requirement of much more reading than is now offered in the lower grades;

Steady emphasis on the importance of "Comprehension," and therefore the necessity of greater recognition of Silent Reading;

A somewhat detailed treatment of the subject of primary number; outlining two alternative general methods;

A fairly comprehensive treatment of the time-table problem, with several specimen time-tables for different

types of schools;

Steady emphasis on methods and advantages of correlation; with brief reference and explanation of project methods;

Recognition of the problem of the

retarded and the gifted child;

Steady emphasis on the dominant importance of habit-forming and character-building as contrasted to mere fact-acquiring in Education.

While we would have been inclined to stress certain phases more heavily than has been done, yet we are, on the whole, in cordial accord with this treatise; and would bespeak for it a careful consideration and an honest year's trial. After that, it must be judged in the light of the experience of the schoolroom; and confirmed or amended as may be deemed advisable.

Drawing—Some School-Room Applications

(1) In Grade I. the following seatwork exercises may be begun, and carried as high as Grade III.:

Sentences on the board, or on paper prepared with some form of multigraph, in which pictures are supplied instead of names, and the pupil asked to substitute the word; and vice versa. For example:

Pussy is my cat.
This is a rabbit.
Tim has a new hat.

Mary is eating an apple.

Similarly with color words, and later on with action words. A beginning to grammar should be made in Grade I. by teaching the pupil to distinguish between "name" words, "size" words, "doing" words, "time" words, "place" words, etc.

(2) Draw pictures in pairs, some-

(2) Draw pictures in pairs, sometimes of the same object, sometimes of different objects, with a line between.

If the two pictures are of the same object, the pupil writes "S" on the line; if different objects, then he writes "D." For example:

Cat D rat.

Rabbit S rabbit.

Girl eating D girl piling blocks.

When this is done the pupil may be asked to carry the series further for himself, and mark each pair with "S" and "D." He may afterward be asked to substitute the written word for each picture, and fill in with "S" and "D." The field is then open for a very important study in discrimination—first of meanings and later of shades of meaning, which exercises can be employed through the elementary school and even into secondary grades.

(3) Defective or mutilated pictures, detecting absurdities, etc.; as:

Mouse without whiskers; Dog with rabbit's ears; blacksmith at work with tack hammer; errors in proportion or foreshortening; wax candle and electric light on same fixture; etc. Pupil may be asked not only to detect but to reconstruct the error.

(4) Illustrate compositions and reading lessons. Pupil should be encouraged to make marginal sketches illustrating points of the story or the description. For example, a composition on "Making a Kite," might have such a series of illustrative marginal sketches as (1) crossed sticks of framework; (2) shape of the cut paper; (3) twisted papers made into a tail, etc. These sketches should make the description much clearer, even should their crudeness fail to greatly enlighten the reader, they cannot fail to force the pupil to clarify his ideas, and give them definite body and form. This habit of regarding drawing as a means of conveying information, will do much to remove it from category of "frills" and make it a real substantial subject, keeping step with the other subjects of study.

All the foregoing applications, except the first, can be profitably carried up through the high school, to the benefit of every subject which they touch either directly or incidentally.

Parallel with these there should be regular systematic teaching of drawing. Drawing from life, from nature, from objects—not copying of pictures—the usual ineffective menu which has doomed so much of our "art-work" to futility, and made it a meaningless, purposless slopping and scrawling. Nor should it be forgotten that art must be preceded by close and careful observation, and training in accurate observation. Nature study is the elder sister of art, as she is the mother of all direct study of facts in every department of science.

"Good in Arithmetic"

Dr. La Zerte, Professor of Education in the University of Alberta, delivered an interesting address at the Brandon convention, on "Research in Problem Solving in Mathematics." It was an address to which every teacher could listen with profit, if for no other reason, that he might recognize how lamentably deficient on this subject is professional knowledge today. In fact, much of this "knowledge" might well be termed negative, so far is it from the proved facts of research.

The expression "good in arithmetic," exposes two basic weaknesses. It is a vague subjective evaluation without any definite quantitative significance; also it ignores the fact that arithmetic is not a subject but the quantitative aspect of a variety of scarcely related subjects. Its successful handling involves such slightly related subjects as Reading (comprehension); Social Study (including Economics); Pure Number Manipulation; Logic: Composition.

There is no general "arithmetical faculty." A study of this subject based on nearly 900 cases, indicated to the writer the following abilities, in their order of importance:

1—Silent Reading.

- 2—Social organization (comprehension of the basic facts).
 - 3-Logic.
 - 4—Pure Number.
 - 5—Composition: oral or written.

This is the order for everyday practical problems, where numbers above a thousand are involved; "pure number" comes third. This applies merely to getting the correct answer, rather than evaluating the logical process of the child. Such evaluation by the teacher is unreliable and arbitrary. The logical is not always—we might say not usually—the psychological process, in the case of applying adult logic to child reasoning. Hence the folly of imposing "cut and dried solutions" on children.

Most book problems are so stated, that the mere statement, when comprehended, carries with it more than half the solution. Not only are the essential facts selected and presented, and all irrelevant data excluded, but the form of the statement to a considerable extent organizes the data. Compare this with life problems.

Contrast, for example, the following problems:

1—Find the cost of flooring a room 20x24 feet, with Tumber at \$90 a thousand.

2—How much will it cost to floor this schoolroom, with No. 1 B.C. Fir flooring 3/4-inch thick, at today's quotations? (Have this worked out by day after tomorrow.)

Not only should the problems be "significant" to the experience of the pupil; they should not all be assigned in the same form of words. The "one-way" question fosters a "one-way" mind. Pupils should become accustomed to "turning things over," and looking at all sides and angles; otherwise, what is taken for reasoning turns out often to be merely verbal memory.

The Retarded Child

We wish every rural teacher could have listened to Miss Amy Johnson's address on this subject, at the Brandon convention—in order that they might have it more strongly impressed on them that this is actually a problem of first magnitude. Of course all teachers have had trouble with "slow" children, but they have taken the traditional attitude that the child could cover the work of a grade in a year, if it would but try; and that any child who spent less than a year in a grade was not thorough. Failure meant laziness or obstinacy. The restlessness of the bright child who thought in larger units and chafed at the minute drill on the obvious—was considered quite as culpable; as a result, about twentyfive percent of the pupils become misfits, either through deficiency or superfluity of talents for the work required.

Some slight change has come in late years—some slight insight on the part of teachers; but still the lock-step controls; and not only our bright, but even our average pupils, are held back while the teacher drills the slowest, in a disheartening struggle to "keep them up to grade."

This is a modified form of trying to make water flow uphill, to which a great many teachers are addicted. It is unjust to those held back, and nearly as unjust to the dull child who is pitchforked ahead before, he is prepared; for as has often been remarked by students of the problem—"most retarded children are actually accelerated; and most accelerated children, unfairly retarded."

To our mind this waste and injustice is the gravest problem of education today. The hope of the nation rests on its normal children, and even more on its gifted children; and these our most valuable assets are the ones neglected and wasted. If the futile attempt to keep the dull in step with the bright, were abandoned, the efficiency of the school could be advanced nearly fifty per cent, and nobody would suffer, for the instruction ineffectually lavished on the dull child is almost invariably far "over his head." Some there are, indeed, for whom the school as organized, can do little, yet these can do much to demoralize the classes in which they are put. Such a child should be made as comfortable and happy as possible, given such work as he shows ability to master; and no suggestion of inferiority or deficiency should be allowed. This work is-well, his own work. He will delight in routine work, rule of thumb work, monotonous work which would drive a bright child into rebellion. He is often good at writing and purely imitative forms of drawing, and often in handwork with a simple design frequently repeated. These he welcomes because they do not overtax his limited mentality. He may do fairly well in pure number manipulation, with objects; but he will never make his mark in solving problems. He will be notably deficient in abstraction and generalization: but often does well in spelling.

These dull children shade off from dull normal to the lowest grade of subnormal. The most troublesome for the teacher are those who are barely high enough in the scale to be recognized by the teacher and community for what they are. For those who might by some stretch of classification be ranked as low normal, the teacher must make a list of minimum requirements, not expecting them to cover all the work—which they could not do. They may then be allowed to take such work as they can with their normal fellows, falling back a grade from time to time as the progress of the normal children demands.

The pace of the classes should be set by the ability of the normal child; and when the bright or gifted child tugs on the chain, he should be promoted a grade, unless some facilities for an enriched course is possible. This idea of extra promotions, is the one at which the tradition-bound teachers will protest. If all other objections are proved groundless, her final stand is made on the fear of "making the child conceited." Nothing is more groundless than this fear. If the child is in danger of "swelled head," nothing will bring

it out quicker than to be ranked with pupils who are obviously his inferiors; with whom he can keep up, without an effort. On the other hand nothing tends to mental balance and good habits of thought and study, like competition and communication with one's intellectual peers.

Children's Page

Going Down Hill on a Bicycle

With lifted feet, hands still, I am poised and down the hill, Dart, with heedful mind; The air goes by in a wind.

Swiftly and yet more swift,
Till the heart with a mighty lift
Makes the lungs laugh, the throat cry:—
O' Bird, see; see, bird, I fly.

"Is, this, is this your joy?
O bird, then I though a boy,
For a golden moment share
Your feathery life in air!"

Say, heart, is there aught like this In a world that is full of bliss? 'Tis more than skating, bound Steel-shod to the level ground.

Speed slackens, now I float Awhile in my airy boat; Till, when the wheels scarce crawl, My feet to the treadles fall.

Alas, that the longest hill Must end in a vale; but still, Who climbs with toil, wheresoe'er, Shall find wings waiting there.

-Henry Charles Beeching.

THE EDITOR'S CHAT

My Dear Boys and Girls:—

This month of November is full of things that makes us think, isn't it? This is the month between Autumn and Winter, that long cold time that comes to us in these Northern countries. It is the month when people make themselves as cosy and comfortable in their homes as they can; when mother makes sure that the cellar shelves are crammed with jelly, and jams, that the bins are filled with potatoes and carrots, and many other good vegetables; that perhaps there is a barrel of apples stowed away, and some tomatoes from the vines ripening in paper. Father too has to look after the coal bin and the woodpile, and he probably expects some help here! Some one in the house is almost sure too to want to grow bulbs, and these will be tucked away in some dark cool corner to grow so that later there may be flowers when we want them most. This is all exciting and interesting like preparing for a voyage to an unknown country. No one knows what storms may strike us, or how long the winter may be, or how cold, so as with other things we have to be prepared. However there are certain things we do know, and one of them is that no matter how long and cold the winter may be, spring will always come; the dead trees will bud and leaf again, and flowers will blossom in the gardens and on the prairies, and, more even than this that gardens and farms will give us the food that we will need for next winter. A wonderful cycle, seed time and harvest, winter and summer; the growing time and the resting time. It is a wonderful world isn't it? Do we ever stop to think just how wonderful it is, and for all we have and are say "Thank you"?

This month you know we celebrate our National Thanksgiving. This is just the nation's opportunity to say "Thank you" to the great Giver of all these wonders we have spoken of. It is not just a holiday, a day when you enjoy a big dinner and a happy time, but it is a day on which to be thankful. Don't forget this part of the day. Think over quietly to yourself all the many things that have happened to

you this year for which you may be thankful. Think of your good health, your happy days and good home and then right inside you, in the quiet little place where you live, just say a big 'Thank you' to God, and you will have kept Thanksgiving Day.

Bulbs and Bouquets

Once again—don't forget your bulbs for the spring and your bouquets for the winter.

Our Competitions

Here we are again with Christmas just around the corner and everyone looking around to get ideas. Perhaps through the Children's Page you can help each other out in this. I have an idea for our competition. Will you write a list of what you think you will give the different members of your family, and how you will make it. The prize winning list will be one that is most practical (Do you know what that means?) the one that seems most real. There will probably be several lists published but no names will be attached to the lists in the Page, so that if your family ever read the Page they won't see what you are giving them. I want real things. If you are making a box tell how you are making it. If you are planting bulbs tell how you are doing it; if you are hemming towels give the price of the towelling, the width of the hem, etc. Send in your lists before November the 25th., and there will be a prize of one dollar (which will help with the present) for the best list.

ARMISTICE DAY

On the 11th of November we keep Armistice Day in memory of 11th of November, 1918, when at eleven o'clock in the morning, in a railway coach in the woods of France, peace was signed between the warring nations of England, France, the United States, Italy,

Belgium and Germany, and the greatest war of all the ages stopped. Those of us who were grown up on that great day will never forget the thrill that ran around the world when we knew the guns were silent and that death was not pursuing our armies in the air,

on the earth and in and on the sea. Most of you know about the war only from your mothers and fathers, from seeing lame and crippled men in your towns, and from reading stories of the brave acts of soldiers, sailors and airmen. Sometimes no doubt you have seen a battalion marching down the street, band playing, flags flying, a brave sight; or in the movies you have watched battles, with guns flashing and brave heroes dashing out and doing wonderful things and then coming home safe and sound to be decorated or married, or both. Well, over in Europe the boys and girls your age know about war in a different way. They know that the towns they live in now, have all been built again since 1918, that once upon a time every store and house and church and school was nothing but a pile of stones, made so by the great guns. That all the trees that now are so small have been planted lately because the lovely old trees that had been growing for hundreds of years were all destroyed; that the farms that grow their tiny crops were so filled with shells that even now sometimes men are killed by striking a shell when plowing. more than all this, no child can go even a few miles in France without seeing a field, where under white headstones lie hundreds and thousands of men of all nations who lost their lives in the war that ended on Nov. 11th, 1918.

In the city of Ypres (Which is pronounced as if it were spelt EE-pr) the British government have built a beautiful gate which is known as The Menin Gate. It is built in the old wall which protects the city of Ypres and did protect it even in the days when not one stone was left on another there. Through the old gate that used to stand there, have marched thousands of our Canadian men out into the dreadful swamps beyond, where they were exposed to German gun fire and where thousands of them, (40,000 of them) were killed and their bodies never found. On this beautiful gate that was unveiled last August, are the names of these 40,000 men. Every inch of the walls are covered with names. all listed under their own regiments. and you will find the names of many Manitoba, and Western Canadian men in those long and dreadful lists. Farther north, down near the English Channel, is another great memorial, where in the centre of 80,000 tiny headstones stands a great Lighthouse, whose turning light can be seen across the channel and for miles through France and Belgium, and this is a French memorial to their unknown dead. These are the things that tell the French children of the war, and these are the things you should think of on Armistice Day, so that when you are the grown people who manage this world, there will never again be a War. and never again the need of an Armistice Day.

BIRDS OF PASSAGE

Every year, in the month of April, there may be seen on some of the lonely beaches in the far North of Auckland a strange and wonderful sight. Flocks of birds, called godwits, with from fifty to a thousand birds in a flock, come pouring in from all parts of New Zealand. They gather in countless numbers, and await the signal to set out on a great journey. The swarm of birds looks like a heaving, grey sea,

and from thousands of little throats there rise a chorus of shrill cries. Each flock of birds that arrives adds to the unrest of the crowd. Every now and then, with a mighty beating of wings, numbers of the birds rise into the air, circle round, and then settle again.

At last the great moment arrives, and an old bird, uttering a loud, harsh call, shoots straight up into the air. He is followed by the whole vast flock,

which rises higher and higher, like a cloud, until it is only a stain against the sky. At that great height the cloud of birds turns northwards; and in a short time it passes from view, far over the boundless ocean. For about ten days the godwits continue to arrive and depart in this remarkable fashion; and at the end of that time nothing remains to show what has taken place but a few feathers scattered on the shore.

What has become of the actors in this strange scene? They have started out on a flight half-way across the world; and it will not end until they reach the polar regions of Siberia, six thousand miles away. That is the land in which the godwits choose to build their nests, lay their eggs, and bring up their young. There they will find plenty of ground berries to eat, and swarms of insects on which to feast. In a few months' time they will set out on the return journey, and by the following spring they will again reach New Zealand, landing on our shores, not in one great flock, but here and there, in small parties.

The godwits are not our only feathered visitors. Cuckoos, plovers, sandpipers, knots, and others arrive each spring, and leave each autumn for their nesting-places in distant lands. These restless little wanderers use New Zealand as a feeding-place during our summer months, but they will not make our land their home. Every year they choose to make the long, dangerous flight to and from the ends of the earth.

As flocks of birds travel across the ocean, many lose their way in stormy weather, and, becoming worn out, they sink into the sea. Numbers are killed by the cold; and numbers more are destroyed by dashing blindly against the windows of lighthouses, to which they are drawn by the light. Out of pity for the weary travellers, perches

are now being placed round the lanterns of many lighthouses lying in the track of migrant birds. It is said to be an amazing sight to watch the birds fighting for resting-places on these perches, to which they cling in thick masses.

To see, from a ship, a great cloud of birds, sweeping like smoke at no great height above the waves, is a striking picture. The larks, starlings, thrushes, which visit Great Britain, sometimes fly in this way. A more common sight, however, and one of great beauty, is that of a great Vshaped mass of birds, flying as fast as a train, high up in the air. Wild geese, storks, and cranes fly high and swiftly in this way. Most migrant birds can fly from thirty to forty miles an hour for several hours at a time. The longest and boldest flight over the ocean, of which we know, is one made by some of our own feathered visitors, flying, as they do, from New Caledonia to New Zealand—a distance of a thousand miles or more. It is little wonder that birds landing on our shores after that great flight are sometimes picked up in an utterly worn-out, if not dying, state.

The mystery remains as to how birds find their way over such great distances. When flying over the land they may use landmarks; but what about night journeys, and what about the trackless ocean? It may be that there was once land where now there is sea, and that the birds still follow the path taken by their tribe many thousands of years ago. In some cases, parties of young birds, making the journey for the first time, travel alone, showing that they do not need a leader from the year before to guide them to their unknown goal. This wonderful power of going the right way seems to be born in migrant birds, as is also the desire, when the seasons change, to be up and away to the farthest corners of the earth.

Health Department

(Prepared by the Public Health Nurses Department of the Manitoba Provincial Board of Health)

The Warm Lunch at School

Now that winter is approaching, the problem of warm food for the school child who must take his lunch at school confronts many teachers; because the noon lunch time is a time of much importance to the health of the school child.

The problem is a difficult one in the rural and small town schools, and without the co-operation of the parents, teachers are apt to become weary of well doing in carrying on the warm lunch during the cold weather.

However, there are so many benefits from the warm lunch that teachers are well repaid for the extra work entailed. Children become brighter, happier, healthier, and make better progress in school work. Some of the benefits are:

Increased physical and mental energy; especially for children who are underweight, and those apparently normal who are backward in school.

An aid in maintaining physical fitness of children whose health may suffer from the long rides to school over rough roads, and the long intervals between warm meals at home.

An opportunity for children to receive instruction in domestic science, and to learn to eat in the right way the foods that are good for them.

There are many ways of organizing and conducting the warm lunch in the school, from the simple method whereby each child brings his own container of food or drink, which is heated in a boiler—to the more elaborate system which requires the provision of equipment and the preparation of food at school.

The important point in inaugurating the warm lunch in the school is to use a plan best suited to the school district, and one which can be carried on permanently. Now a word about a little school named Bear Creek located in one of the prettiest spots in Manitoba where the warm lunches are prepared by the pupils.

At Bear Creek school it is necessary for all the children attending to bring their lunch. When lunch hour is announced and books have been put away, the children wash their hands, and place a covering (brought from home for the purpose) on their desks and then arrange their lunch on it. When all is ready, they all bow their heads and sing with their teacher, Miss Beggs, the grace, beginning "Our Father we thank thee," etc.

During the winter months a warm lunch is provided and prepared by the children themselves. This consists of either cocoa or soup, except one day each week when they have either scalloped or creamed potatoes and a simple pudding. Children enjoy their lunch, and noon time to them is a very pleasant part of the school day.

Wash Your Hands for Health

"If I had to name one health measure which would be most effective in the control of the great transmissible diseases, I would say that a thorough washing of the hands, at least each time before food was taken, would be most effective."—D. L. Wilbur, M.D., President of Leland Stanford University.

Correlating Health With Required Curriculum

In the primary grades much incidental reading is done. The children can learn to read the rules of health, they can read from the blackboard little health stories that have been given in the language period.

There are health readers the children use for supplementary reading which are very lovely. Selections may be written on the board and read as a class exercise.

Dr. Andress of Boston, Massachusetts, has written a delightful series for use in the schools. "A Journey to Health Land" is for use in grades three and four. "Boys and Girls of Wake Up Town' is for grades five and six. It will be particularly valuable for rural schools as it deals with situations which are found in many of our schoolhouses. "Health and Success" is the third book of the series for grades six and seven, and "Health and Good Citizenship" is for grades seven and eight. These books are published by Ginn and Company of Boston, New York and Chicago.

Correlation with Drawing

When we connect health and drawing we immediately think of posters. Children can bring health pictures from home or cut them from magazines at school, and make very lovely posters from them. If poster paper is not provided the plain papers from old wall paper books make excellent backgrounds. The children originate the slogans to go underneath the pictures and print them on the background. Good posters are an addition to any schoolroom and are an ever present reminder to the children. Some such slogans as these may be suggested by the children.

BE A SUNSHINE GIRL—(Girl smiling in the picture).

STAND TALL—(A giraffe).

MY DAILY DOZEN—(A child exercising).

BE ALERT—(A dog).

ON DUTY—(Tooth brushes).

GUARD YOUR HEALTH—(Soldiers with milk bottle).

A DIGGER FOR VIGOR—(Child playing out in snow).

PLANTS NEED WATER TOO— (Child watering plants).

HEADS UP, CHINS IN, CHEST OUT—(A rooster).

The children love to make up their own slogans and are proud indeed of the finished product.

The making of posters, however, is only a part of the things children may do. They can draw themselves performing the various health rules. A very charming set was made in a kindergarten. Each child drew himself brushing his teeth, playing out of doors, combing his hair or performing some other activity. The best were chosen and a book was made of them.

When vegetables are drawn there is opportunity for discussing the value of eating them and how they are best cooked. If a vegetable chart is kept with a record of vegetables eaten daily, the children can draw the vegetables for the chart.

Correlation with Home Economics

Home economics is practically all health teaching. Wonderful work may be done along this line by relating it to the individual needs of the children. They can study the value of the foods they are eating, and can cook well balanced meals from menus which they themselves make out. If there are any underweight children in the classes they should study the foods which they need to build the weight up. They can be helped to feel a personal responsibility toward every child in their family and to try to have them eat the right kind of foods.

Boys can and should be interested in the subjects as well as the girls. In Boy Scout hikes it is essential that the boys know how to cook, and some boys will elect home economics with that in mind.

Not Over-correlation

I have tried to describe a few of the many ways in which health teaching may be a part of the regular school subjects. There is a word of warning however about over-correlation. Children will grow tired of the health idea

if they are overfed on it. Don't try to do too much health teaching at once. The morning inspection every day, with some health teaching in one or two subjects is enough. Some teachers become so enthused with their subject that they give health experiences in language, study a health reader for reading, write "I am a healthy child," for penmanship, and by the time school is over the children are so fed up with health that they want to forget it until

they have it brought to their attention the next day.

Health teaching is valuable insofar as it helps children to form healthy habits in school, out at play, and at home. In our crowded modern programs health correlation is the avenue along which the children are led.

By Katherine Daniels,
Public Schools,
Newton, Mass.

Book Reviews

A Valuable Booklet

The Department of the Interior have issued a small booklet which will be of great value to trappers both professional and amateur. It is called "The Preparation of Pelts for the Market' and it goes thoroughly into the matter of skinning, stretching, scraping, cleaning, drying and packing the skin for the market. It is contended that the value of the fur exports of Canada could be tremendously increased if proper preparation of the pelts was made. Last year the amount disbursed to trappers throughout Canada was over fifteen million dollars, and this in spite of the fact that one half the pelts coming to the raw fur market fall into the unprofitable class on account of poor preparation.

It would be well worth while to send for one of these booklets, and a request mailed to:

The Natural Resources Intelligence Service, Department of the Interior, Ottawa, will bring you one by return mail.

"Food and Health" Canadian Red Cross Society—Toronto

We have received a copy of the above booklet and find it a very helpful little pamphlet. It deals with such questions as "Why We Eat", "What Happens When We Eeat", "Essential Factors of Nutrition", "Information About Foods", "Foods Needed in Childhood", "Cooking for Health", etc. The book closes with a bibliography on all matters pertaining to health and nutrition. It is just the kind of book a teacher should have to present hygiene to her classes, and it would be particularly useful to any teacher having hot lunch in her school. The cost is only 25 cents, and it may be obtained from the Canadian Red Cross Society, 410 Sherbourne Street, Toronto.

News and Gossip

INSPECTOR BEST'S DIVISION CONVENE

"Our young people are over-trained to win games, and not even normally trained for permanent physical values. What I would want to accomplish through a course in health would be not merely the study development of a few contesting athletes, nor the medical care of subnormal children from poor and neglected homes, but the scientific physical training of all children."

This was the conviction expressed by Hon. E. W. Montgomery, minister of Health, in addressing 150 teachers of inspectoral division 16 at Thursday afternoon's session of their annual convention in the Marlborough hotel.

Since health is the thing most essential to the happiness and success of a normal life, he said, to instil into young people an understanding of the laws of health should be regarded as a primary function and duty of public education. Every young man young woman should learn from competent instructors how to keep in good physicial condition. They should learn the plain unadulterated truth about sex, and the physical responsibility of individuals to each other and to their families, and not be left in ignorance until they find out at the hazard of their health and reputations.

To carry out a far-reaching course in physical training, the public schools need physical directors who are experts in the scientific principles of health, and not merely experts in games and contests. Athletic contests have been developed to such a degree in American schools that they threaten to eclipse the real essentials of physical training.

To stir our citizens to a keener sense of health obligations what machinery is required, Montgomery asked? Little more than what stands ready to hand, The press of this he pointed out. province has always given the department of health generous support. The radio distributors are eagerly awaiting opportunity to broadcast health items to every household their service may reach. The public schools of this province may, every one be a health centre Each teacher in a for its district. public school might well during his or her normal course, acquire a knowledge of the fundamental facts pertaining to health, and so the school nurse and teacher may co-operate to the advantage of all.

"We believe that the established truth of the proposition that a sound mind in a sound body is the essential attribute of any good citizen, and yet in our system of education the relation of a sound mind to a sound body is to a large extent ignored."

"The goal we are striving for stands out before us in plain view; but how to attain a condition of society in which 100 percent of deaths are due to old age, and in which ill-health figures only as a tradition, is an objective well-nigh impossible to reach, but so inspiring to contemplate that the struggle, even though victory is incomplete is well worth while.

"It seems to me that there is only one, and only one, way to get the citizens of this community to take interest in health which should be taken," the speaker said in conclusion. "Put good health on such a pedestal before the public eye that it shall outshine even daylight.

The session was also addressed by Inspector D. S. Wood, G. J. Reeve, principal, St. John's Technical High school; Mrs. H. M. Speechly, and Miss Bell, a representative of the Teachers' Federation.

Miss Bell gave a brief resume of the work of the Federation, stating that it offered the best professional advice to its members but it needed their devotion. The Federation, she said, would be just as great an influence as its supporters made it.

Inspector Wood spoke of the importance of social activity and games in connection with studies in the school. Mr. Reeve spoke on the subject, "Teaching History to Intermediates."

The teachers gathered in the hotel at 9.30 o'clock Thursday morning for

the opening session.

The meeting was formally opened by the president, Miss B. Stratton, Stonewall, Man., who gave a brief address on the brightening effect conventions had on the lives of teachers. After the first glow and novelty of their work had died off, teachers often found their calling monotonous, the speaker said. Interest lagged, due perhaps to physical strain, and teachers found themselves in a rut. It was the prime

object of the convention to rectify this

feeling.

Following Miss Stratton's address, nomination and resolution committees were formed and then the convention split into three sections, senior, intermediate and primary, for the purpose of instructional talks and demonstrations.

The advisability of forming suburban leagues for the promotion of sport, rhetorical contests, music, and social entertainments, was discussed by the senior division. The organization of such bodies was explained by J. H. Moir, Lord Wolseley school. The chairman was F. W. Bailey, Norberry school; and the secretary was Miss Dickinson, Norberry school.

Teachers of the intermediate division were entertained with a handwork demonstration by Miss M. A. Van Vliet, Glenwood school, following which W. Lightbody, Prince Edward school, chairman and secretary on "Geography." The chairman, H. W. Ferrier, Lord Wolseley school, and Miss Ida M. Cook, Prince Edward school.

The Primary league, formed recently, was discussed by the primary division, under the chairmanship of Mrs. A. G. Peadon. Inspector E. E. Best, head of the Inspectorate, and Mrs. Fry, Brooklands school, spoke on the subject.

At the convention opening, 30 pupils from Norberry school, under the direction of Miss Mitchell, gave a demonstration of singing.

At a luncheon at noon, Professor F. W. Kerr was chief speaker. Hon. W. J. Major, attorney-general, was also in attendance to present bronze medals to eight children of the division, who wrote successful essays in the Confederation contest held recently.

J. F. Alexander, Emesville, Man., was elected president of the Teachers' association of the division at the annual convention. Hon. R. A. Hoey, minister of education, was the unanimous choice for honorary president.

A resolution was passed urging the Manitoba Educational association to take immediate action to amend the Teachers' Pension act with a view to assuring a larger contribution from participating teachers and an equivalent contribution from the provincial government and a more adequate pension for teachers of long service. Copies of the motion will be forwarded to Premier Bracken and members of the cabinet.

In moving the resolution, D. J. Elliott, West Kildonan, pointed out that city teachers were well supported by the school board, which gave an annual grant to the fund. Rural teachers, however, were required to furnish all money themselves. The teachers were willing to give a larger contribution, as much as four per cent. of their salaries in fact, if the government would give an equal amount.

At the closing session H. W. Ferrier, chairman of a special committee investigating crowding in schools, brought in a report Friday afternoon showing 47 out of 136 rooms examined, had more than 45 pupils in each. The maximum number set by educational authorities for good work is 40. Teachers agreed that the overcrowding of rooms was hard on teachers and hard on the children and mitigated against getting the best results from public school education.

A resolution urging the government to take action was passed and the same special committee re-appointed to present the resolution in person to the government. Then led by H. McIntosh, Normal school; and F. W. Bailey, Norberry school; Miss G. Colwell, supervisor of English, city schools; and Miss Baxter, supervisor of drawing, city schools.

Other officers elected were as follows: Honorary vice-president, E. E. Best, inspector of the district; first vice-president, Miss V. L. Dickinson, Norberry school; secretary-treasurer, E. Robinson, Stonewall; immediate past president, Miss U. Stratton, Stonewall; Miss M. Moore, Victory school; Miss Nesbitt, Stoney Mountain; F. W. Sims, St. Vital; J. W. Bowman, Old Kil-

donan; S. M. Wood, Kitchener school; Miss Houd, St. Norbert; S. Watson, East Kildonan; Fred Morgan, Argyle school; Miss Rathwell, J. I. Campbell, Norberry school; S. Petrie, J. T. Cressey, Brookdale.

An address on "The World Conference of Teachers" by A. C. Campbell, principal of Daniel McIntyre High school, opened the session. This con-

ference had its birth in Los Angeles four years ago, Mr. Campbell said, and two years ago it was held in Glasgow, Scotland. This year it came to Toronto and 4,000 delegates attended.

An address on "Music and Aesthetics" was also given by Mrs. C. A. Dempsey and Miss Gertrude Hall, of the provincial health board, spoke on "Public Health."

AN INTERESTING LETTER FROM THE FAR NORTH

Dear Sir,—I should be grateful if you could find room in your Journal for a request, as the isolated situation of this settlement prevents my reaching any conventions or other contacts with fellow teachers.

I have a school of thirty children of whom only two have ever seen a railway train, an automobile, a large store, or any of the common sights of cities; and none have ever seen wheat growing.

On the other hand, being of mixed Indian descent, they have many experiences which might prove of interest to children in the more settled districts—hunting, trapping and fishing, snowshoes, dog teams, moccasins, canoes, teepees, and so forth.

I would like to exchange a scrap book of our local scenes and customs, prepared by grades IV and V (my highest) with some prairie or city school which could give us light on farming or city topics.

I might add that we could send small manual art projects such as birch bark canoes or models of teepees, etc., which might assist in presenting the "Hiawatha" selections, if any teacher would care to get in touch with us.

May I say, for myself, that I shall be only too pleased to give any information I can concerning the customs, language (Cree), and living conditions generally among the Indians of the West.

Thanking you for giving me this publicity,

Yours sincerely, (Rev. R. B. Horsefield, Grand Rapids School No. 1660)

Brandon Normal Notes

The Session of 1927-28 of the Brandon Normal School opened with a full attendance. It was noticed with pleasure that the number of young men entering for training was greater than has been the case for several years. Although two of our number were unable to continue their studies through the year, two new students have enrolled and are fully established in the school routine.

The students met for their first meeting Sept. 16th., and formed a literary society. The following members were elected, Mr. H. McBride, President; Miss E. Bullard, Secretary; Miss M.

Patmore, Treasurer and Miss D. Davies, Musical Director.

In connection with the society a corn roast was held in the Normal grounds, the evening concluding with a dance in the auditorium. An entertainment was put on at the meeting last Friday by the executive committee and an excellent programme was provided consisting of readings, choruses, violin and vocal solos, and an enjoyable afternoon was closed by reading of the class paper, "The Normal Light".

A dramatic Society has been organized and the members were very fortunate in having with them at their last few meetings, Mrs. M. McGregor of Brandon who is greatly interested in

the work of the club. Mrs. McGregor offered some very helpful suggestions, making the meetings very inspiring ones indeed.

One of the many bright spots in the school life of the students was the opening dance. A large number of students and friends had an enjoyable evening among genial companions and to the rhythm of excellent music.

The annual teachers' convention was held October 6th and 7th with a record attendance. After many helpful talks and demonstrations in the art of teaching, the teachers were entertained at tea by the students of the Brandon Normal. In the evening a dance was held in the Normal Auditorium at which a large number of teachers and friends spent a very happy evening.

Preparations are now well under way for a masquerade which is to take place in the Hallowe'en season. The occasion is anticipated with great joy by

students and friends.

Convention at Gypsumville

"For the benefit of the teachers of the most northern districts of his inspectorate Inspector Plewes held a convention at Gypsumville on October 21st. There were two sessions for the teachers, one in the morning and one in the afternoon. Each of the teachers present contributed either a paper or short address on some phase of school work.

Criticism and discussion by the Inspector and teachers followed each subject dealt with. Mr. Wheadon and Mr. Garwood spoke on the difficulties to be encountered in teaching in Indian Schools and Mr. Moyna read a paper on the teaching of English to the non-English.

Officers were elected for the ensuing year, Mr. Delgaty continuing as Presi-

CAN YOU USE THESE?

FOR SALE — Nineteen double sided French Records and Manual—Rosenthal system. Excellent condition. Less than half price at \$25.00. Write to W. G. Pearce, Rapid City, Manitoba.



Teachers of Manitoba

are requested to bring to the attention of the Trustees of their District that a

School Trustees' Section

has been added to the Journal. The advantage of having available a monthly paper wherein members of School Boards may discuss the many problems to be dealt with in properly conducting the schools under their charge, is quite apparent. Members of the executive of the Manitoba School Trustees Association are quite interested in the addition of the School Trustees Section and we believe it will have the hearty endorsation of all.

If you have not already done so please draw this matter to the attention of your Trustees and suggest that they forward subscription at once through the secretary, the expense being a proper charge on school funds.

The Publishers.

Help Your Journal Grow

dent and Mr. Mackrell becoming Secretary-treasurer.

A public meeting preceded by a short musical programme was held at 7.30 p.m. when, as principal speaker, Inspector Plewes spoke on the advantages to be gained by having a good education.

The proceedings having been suitably concluded all retired to Gypsumville Hall where a dance was held."

—Е. M.

C. H. Enderton & Co.

Real Estate Investments Mortgage Loans Insurance in All Branches Stocks and Bonds

222 Portage Ave. Winnipeg

Have You Joined OUR GRADE XII. CLAS

A teacher writes:

"I thank you for the splendid assistance you are giving me."

This is merely one of many opinions we are receiving every day. You May Start at the Beginning Now.

TEACHERS' HELPS-TRANSLATIONS

MANITOBA CORRESPONDENCE COLLEGE LTD.

208 Kensington Building

BOOKS YOU

Mistakes in Teaching and Training with suggestions to teachers, By Jas. L. New, \$1.25

Prairie Agriculture for High Schools By H. C. Andrews. New, \$ New, \$1.25

Public School Agriculture By J. H. Hutchison.

New, \$1.00 Modern Practice in Teaching Composition

317 pages.

The Maritime Provinces
First Volume of a series of Geographic
and Industrial Readers of Canada—other
books of the series in preparation. New \$1.00.

Romance of British Columbia A most interesting Supplementary Reader for the Middle School. New, \$1.00

Learning to Speak and Write With invaluable suggestions for the teaching of Composition. Bk. I and Bk. II. Each, 50 cts.

School and Community Song Book (New Enlarged Edition) By Drs. Vogt and Willan. 60 cts.

Wild Plants of Canada Spotton Botany revised and enlarged. very necessary field book. \$1.00

Commercial and Economic Atlas of Canada

Indispensable for commercial classes. Revised to date. 60 cts. 60 cts.

Gage's Clear Type Dictionary 30,000 words. 40 cts. Beginners' Primer 30 cts.

Le Français par la Conversation An invaluable elementary text. Brunet and W. C. Ferguson. By G. 90 cts.

History of Canada New. By D. McArthur for High Schools. \$1.00

Document Files New—to contain papers detached from book-keeping outfits. Set of 8 envelopes with printed title.

10 cts.

Chemistry Manual
By Evans and McFee—Suitable for use with any text. 75 cts. 75 cts.

Art Outlines By Miss Kate Coleman. A he teacher's manual for use in the helpful 40 cts. class-room.

Physiology and Hygiene
By Drs. Ritchie & Caldwell—Revised by
Miss Jeane Browne and Col. Geo.
Nasmith—A comprehensive and interestingly written book for Public School 65 cts.

Handbook for Smith & Roberts Arithmetic

With separate text book of one book course which the Handbook follows \$2.00

Write for Special Price List of Maps

W. J. Gage & Co. Ltd.

Toronto





The Equivalent of Cash

IF you desire to send money elsewhere, you will find that the Drafts and Money Orders issued by this Bank will provide for the payments equally as well as cash, and in a safe and economical way

The Canadian Bank of Commerce

BRYDGES & WAUGH, LTD.

Toronto General Trusts Building 363 MAIN ST. WINNIPEG

> LIFE, ACCIDENT PLATE GLASS, AUTOMOBILE

INSURANCE

FIDELITY BONDS RENTAL AGENTS

REAL ESTATE

PHONES: A6815-6-7

CITY PROPERTIES

RENTAL and REAL ESTATE

ALLAN, KILLAM & McKAY, LTD.

REALTORS Est. 1893

364 Main St.

Winnipeg

HISTORY OF CANADA and WORLD. McCONNELL MADE MAPS Made Specially for Canada.

Set 16-38 Maps, each map 44 x 32 inches.

- 1 Title Page
 2 Trade Routes in 1453
 3 Early Voyages and Discoveries
 4 Spanish Explorations
 5 French Explorations
 6 English Explorations
 7 National Claims
 8 Aborigines in Canada
 9 Champlain, The Jesuits, 1599-1660
 10 Canada, 1600-1700
 11 Canada, 1700-1763
 12 Canada, 1763-1800

- 12 Canada, 1763-1800 13 Canada, 1800-1820 14 Canada, 1820-1847
- 15 Canada, 1847-1867 16 Canada, 1867-1873
- Canada, 1873-1905
- 18 Canada, 1905 to Present Day 19 Colonial Possessions, 1763
- 20 History of Ireland

- 22 Roman and Anglo-Saxon Britain 23 Early English Kingdoms 24 Norman Conquest in England

- 25 England and Wales, 1066-1485
 26 England and France, 1180; 1280
 27 One Hundred Years' War
 28 The Spread of Christianity, 325-1100
 29 Colonial Empires in 1815
- 30 Europe after Time of Napoleon, 1815 31 Europe after the Congress of Berlin, 1815
- 32 Europe, Economic and Industrial, 1914
 33 Colonial Possessions of World Powers, 1914
- 34 The Races of Europe
- 35 The Nations at War, 1918 36 The World War, Western Area 37 The World War, Eastern Area
- 38 Europe of the Treaties 1918-1920 39 The World of the Treaties 1918-1920
- 40 Caesar's Gaul, 58-50 B.C.

The maps are handsomely lithographed in colours; they are bound on the edges with cloth; they are correct and up-to-date. Mounted in steel heads.

38 maps, 44 x 32 inches-sold only in set

Price delivered, with adjustable steel stand, or wall hanger, \$49.50.

Write for large illustrated Catalogue and price-list to

GEO. H. DAWSON

Stittsville, Ont.

Canadian Representative for the

TUNNELL MAP CO.

GOSHEN, INDIANA

A-C

EOUIPMENT

ANDERSON-CURRIE

QUALITY.

HIGH

"ACE"

00

ANDERSON-CURRIE

ANDERSON - CURRIE EQUIPMENT

A-C

ANDERSON-CURRIE

CO

"AOE"

HIGH

QUALITY

ANDERSON-CURRIE

EQUIPMENT

"ACE"

HIGH

QUALITY

Oliver Standard and Adjustable School Desks. Satisfy Yourselves that the Quality is Highest Standard, then Compare Our Prices with what you paid Before the Anderson-Currie Company Was Put at Your Service.

WRITE US FOR PRICES



Kaustine

When Winter Comes will your School be equipped with a Kaustine.

THE FIRST, THE BEST, WILL LAST LONGEST.

Kaustine

That the Kaustine Sanitary Toilets are good toilets is proved by the fact that THEY ARE IMITATED AND IMITATION is the most sincere praise.

DUROPLATE BLACKBOARDS, equipped with patented clinohers, CAN NOT BULGE.

ANDERSON - CURRIE COMPANY

1 Imperial Bank Bldg. Winnipeg, Man. Box 806, Saskatoon, Sask. ACE

ACE

Kindly mention the Western School Journal when writing to Advertisers

Maintaining Our Policy

of providing Canadian Schools with the finest equipment possible, we wish to draw your attention to the following specialties.

"ASBESTOSLATE" Blackboard

Canadian Made from Start to Finish

PRESTON Desks

Last a Lifetime

JOHNSTON'S Maps

The Most Up-to-date

MILTON BRADLEY'S Primary Materials

See the Bradley Section in our Catalogue

The above are all lines without equal. We recommend that you investigate their outstanding qualities before purchasing any supplies of these kinds.

If you have not received a copy of our New Catalogue—No. 91—for 1927-28, please write us. We will gladly mall you a copy at once.

THE GEO. M. HENDRY CO. LTD

EDUCATIONAL SUPPLIES

129 ADELAIDE STREET, WEST

TORONTO 2



When purchasing SCHOOL DESKS be sure to specify

"PRESTON"

The constant hard usage of the School-room demands Desks of proved worth—durable and rigid in construction, simple in operation, and backed by makers of known reliability. All these qualities are embodied in "PRESTON" seating.

They will last a lifetime and cost next to nothing for maintenance.

MANUFACTURED BY

The Canadian Office & School Furniture Co., Ltd. - Preston, Ont.

Representatives for Alberta and Saskatchewan:—Western School Supply Company, Regina, Sask.

Representatives for Manitoba:—Christie School Supply, Limited, Brandon, Man.